

Teacher Materials

LESSON PLANS

LONGMAN PREPARATION COURSE FOR THE TOEFL IBT[®] TEST, 3E

DEBORAH PHILLIPS

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Longman Preparation Course for the TOEFL iBT® Test: Lesson Plans

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INTRODUCTION

The Teacher Materials books that supplement the *Longman Preparation Course for the TOEFL iBT® Test, Third Edition* provide teachers with specific ideas and suggestions for improving the effectiveness of their preparation courses for the TOEFL iBT® test (Internet-Based Test). This Lesson Plans book is one of the books in the Teacher Materials series.

ABOUT THIS BOOK

PURPOSE OF THE BOOK

The purpose of this book is to help teachers increase student-student and student-teacher interaction in their preparation courses for the TOEFL iBT® test. One of the most effective ways to enhance preparation for this test is through a high degree of interactivity in the classroom. Students need strong communicative skills to succeed on the test, and these skills are best strengthened by increasing the interactivity of the classroom in every way possible.

Longman Preparation Course for the TOEFL iBT® Test, Lesson Plans is intended to be used by a teacher to improve interaction and communication in a TOEFL iBT® course with *Longman Preparation Course for the TOEFL iBT® Test, Third Edition* as its main text. It can be used with or without the Classroom Activities book that is part of the Teacher Materials series.

WHAT IS IN THE BOOK

This book provides interactive lesson plans for each of the forty-nine language skills in *Longman Preparation Course for the TOEFL iBT® Test, Third Edition*. Each lesson plan features the following:

- A Skill Introduction section with an interactive method of introducing the skill
- Step-by-step instructions for setting up and reviewing the Exercises and Review Exercises
- Assignments that provide optional, additional practice upon completion of a skill

MATERIALS TO ACCOMPANY THE BOOK

This book is designed to accompany the texts in *Longman's Preparation Course for the TOEFL iBT® Test, Third Edition*. It may be used in conjunction with the complete version of the Longman iBT® program:

- Longman Preparation Course for the TOEFL iBT® Test, Third Edition is a book that thoroughly prepares students for the Internet-based version of the TOEFL iBT® test. This book covers the four sections of the TOEFL iBT® test (Reading, Listening, Speaking, Writing).
- Website: The complete audio program to accompany this book is now included on the text's website at www.pearsonelt.com/TOEFLiBT and contains all of the recorded materials from the Listening, Writing, and Speaking sections as well as the Mini-Tests and Complete Tests.
- Audio Transcripts: All audio transcripts are now available to download or print from the website at www.pearsonelt.com/TOEFLiBT.
- Answer Key: The answer keys are available on the website only for those who have purchased the text with access to the answer keys.
- This text comes with access to the MyEnglishLab for the TOEFL iBT® Test, an online component designed to provide additional interactive practice for the test. A range of activities are provided to master the skills necessary to succeed on the TOEFL iBT® test. Both skill-specific activities and authentic test-style questions are incorporated, providing maximum exposure to the specific question types students will encounter. Special features include tips for answering question types, correct and incorrect answer feedback, and video presentations covering the material students will encounter on the test. Complete practice tests and mini-tests allow for teacher assessment and self-study assessment.

This book may be used with or without the activities book that is part of the Teacher Materials series of the Longman iBT® program:

- Longman Preparation Course for the TOEFL iBT® Test Classroom Activities provides two activities for each of the forty-nine language skills in the complete student book and the individual skills components (Reading, Listening, Speaking, Writing), for a total of ninety-eight activities.

OTHER AVAILABLE MATERIALS

Longman publishes a full suite of materials for TOEFL iBT® test preparation. Materials are available for the TOEFL iBT® test at both intermediate and advanced levels. Please contact Pearson's website at www.pearson.com for a complete list of available TOEFL iBT® test products.

ABOUT THE TOEFL iBT® TEST

OVERVIEW OF THE TOEFL iBT® TEST

The TOEFL iBT® test is an exam to measure the English proficiency and academic skills of nonnative speakers of English. It is required primarily by English-language colleges and universities. Additionally, institutions such as government agencies, businesses, and scholarship programs may require this test.

DESCRIPTION OF THE TOEFL iBT® TEST

The TOEFL iBT® test currently has the following four sections:

- The Reading section consists of three long passages and questions about the passages. The passages are on academic topics; they are the kind of material that might be found in an undergraduate university textbook. Students answer questions about stated and unstated details, inferences, sentence restatements, sentence insertion, vocabulary, pronoun reference function, fact and negative fact, and overall organization of ideas.
- The Listening section consists of six long passages and questions about the passages. The passages consist of two campus conversations and four academic lectures or discussions. The questions ask students to determine main ideas, details, function, stance, inferences, and overall organization.
- The Speaking section consists of six tasks, two independent tasks and four integrated tasks. In the two independent tasks, students must answer opinion questions about some aspect of academic life. In the two integrated reading, listening, and speaking tasks, students must read a passage, listen to a passage, and speak about how the ideas in the two passages are related. In the two integrated listening and speaking tasks, students must listen to long passages and then summarize and offer opinions on the information in the passages.
- The Writing section consists of two tasks, one integrated task and one independent task. In the integrated task, students must read an academic passage, listen to an academic passage, and write about how the ideas in the two passages are related. In the independent task, students must write a personal essay.

The format of a TOEFL iBT® test is outlined in the following chart:

	iBT	APPROXIMATE TIME
READING	3 passages and 36–42 questions	60 minutes
LISTENING	6 passages and 34 questions	60 minutes
SPEAKING	6 tasks and 6 questions	20 minutes

WRITING	2 tasks and 2 questions	60 minutes
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It should be noted that at least one of the sections of the test will include extra uncounted material. Educational Testing Service (ETS) includes extra material to try out material for future tests. If students are given a longer section, they must work hard on all of the materials because they do not know which material counts and which material is extra. (For example, if there are four reading passages instead of three, three of the passages will count and one of the passages will not count. It is possible that the uncounted passage could be any of the four passages.)

TO THE TEACHER

WHAT TO INCLUDE IN A LESSON

The material in the Longman program is divided into individual skills that students need to master in order to succeed on the TOEFL iBT® test. The teacher should make every effort to maximize the amount of student-student and student-teacher interaction in lessons presenting these skills. The following components of a lesson can help maximize the interactivity of the lesson:

- A Warm-up Activity at the beginning of a lesson can begin the process of encouraging student interaction and can help set the tone of the classroom as one in which interaction is to be maximized. Warm-up activities may work on general reading, listening, speaking, or writing skills; they may review previously taught skills; or they may serve to introduce the skill that will be taught in the lesson.
- The Skill Introduction section of a lesson should be as interactive as possible. The dual purposes of interactive skill introduction are to introduce the skill in the clearest way possible and also to provide students with the opportunity to improve their general ability to interact with the teacher.
- The Exercises section of a lesson should also be as interactive as possible. The dual purposes of interactive exercises are to provide the students with the opportunity to use the information they have learned in the skill introduction section of the lesson and also to provide them with the opportunity to improve their general ability to interact with the teacher and with other students.
- A Follow-up Activity at the end of a lesson can provide additional student interaction and can also help to reinforce the idea that your classroom is one in which interaction is to be maximized. Follow-up activities may be activities that review the skill that was just taught or review a number of previously taught skills together; they may also work on general reading, listening, speaking, or writing skills.
- The Assignments that follow a lesson may also provide an opportunity for further interaction. Assignments may review the skill that was just taught or review a number of previously taught skills together; they may also work on general reading, listening, speaking, or writing skills.

HOW TO INCREASE INTERACTION IN THE TOEFL iBT® TEST CLASSROOM

The teacher should make every effort to maximize the interactivity of each component of a lesson. Consider the following suggestions for various ways to increase interactivity in your lessons.

Warm-up Activities

A great deal of interaction is possible in a warm-up activity. This interaction may be student-teacher interaction (with the teacher interacting with individual students in a classroom setting) or student-student interaction (with students in pairs or in groups of three or four or more).

For each warm-up activity, you should decide on the optimal kind of interaction for the specific activity. When the purpose of a specific activity is to introduce a new skill, students may be more comfortable interacting with the teacher rather than with other students. When the purpose of an activity is to review previously taught skills or to enhance general reading, listening, speaking, or writing skills, it may be more effective to have students interact with each other in pairs or in groups.

Skill Introduction

Skill introduction is a wonderful place to add interaction into lessons. Because a skill is being introduced and the material is new, interaction in this part of the lesson will most likely be between the teacher and students in the classroom as a whole rather than between students. In introducing a new skill, teachers should work to develop the art of asking leading questions; that is, teachers should try to ask questions that lead the students to an understanding of the new material and provide them with an approach for answering questions that test this skill.

The skill introduction questions that are provided in the lesson plans in this book are just such leading questions. The teacher can lead the students to an understanding of the skill by asking an appropriate series of leading questions. After students have been led through the introduction of the skill by the teacher, they will then be equipped with a methodology for discussing the answers to questions with other students and for determining the answers to questions on their own.

Exercises

The exercises provide a huge opportunity for interaction. Different kinds of interaction may be desirable in the exercises themselves and in the review that follows the exercises. When students are completing the actual exercises, they should work on the exercises individually or with other students. You may want to have students work together (in pairs or in groups) on a specific exercise early on in the course as they are becoming

more familiar with the skills. You may want to have students work individually on the exercises later on in the course as the date of the actual test approaches.

Review of the exercises should, as a rule, include a lot of interaction. It can work well to have the students review a particular exercise with other students before you review the exercise with the class. To encourage student interaction as students review an exercise together, you may want to try any of the following ideas that are appropriate in your situation:

- Ask students to compare their answers with other students before you give them the correct answers.
- Give students clues to the answers before you give them the actual answers. (Tell them, for example, that four of the questions in an exercise have “A” answers, but do not tell them which questions. Have them figure out with other students which four questions have “A” answers.)
- Set up situations where students debate the merits of different answers. (Ask, for example, which students chose answer A and which students chose answer B, and have the students debate the merits of each answer.)
- Turn exercise review into a contest. (Put students into groups after an exercise, for example, and tell the groups that there will be a contest to see which group has the most correct answers.)

Follow-up Activities

A great deal of interaction is also possible in a follow-up activity. Since a follow-up activity is often either a review of the skill that has just been taught or a group of previously taught skills, it is often quite effective to have students interact with each other in pairs or in groups.

Assignments

Because assignments are generally to be completed outside of the classroom, they are often completed individually. However, you may want to look for ways to make student interaction a part of assignments. Here are some ideas:

- Ask students to complete a particular assignment in pairs or in groups. (Instead of asking each student to complete an exercise and turn the answers in, assign groups to complete the exercise and submit group answers. Instead of asking each student to write a paper and turn the paper in, assign groups to write the paper and submit group papers. Instead of asking individual students simply to listen to a newscast or television program, assign groups to listen to and discuss the newscast or television program.)
- Make students responsible for other students’ assignments. (Assign students to compare and discuss the answers to a particular exercise outside of class. Assign the students to have a writing assignment checked by another student or other students before turning it in.)

- Make student interaction a specific assignment. (Have the actual assignment be for students to get together and talk or write. Have the actual assignment be for students to interact in English with non-students outside of the classroom.)
-

HOW TO USE THE LESSON PLANS IN THE BOOK

The lesson plans can be used in different ways, depending on your teaching style and the needs of the students in your class. The following is a possible way to use the lesson plans:

Before Class

Read through the lesson plan for a particular skill.

- Plan a warm-up activity to begin the lesson. You may want to use the suggested warm-up activity in the Classroom Activities book that accompanies this series, or you may want to use an activity of your own.
- Familiarize yourself with the interactive questions and answers in the Skill Introduction section of the lesson. Decide whether you will use the questions as they are presented in the lesson plan or whether you want to make some changes or additions to the questions.
- Familiarize yourself with the exercises that are part of the lesson and with the interactive questions and answers in the Exercise section of the lesson. Decide whether you will use the questions as they are presented in the lesson plan or whether you want to make some changes or additions. Decide how you will organize the exercises for maximum interactivity.
- Plan a follow-up activity to end the lesson. You may want to use the suggested follow-up activity in the Classroom Activities book that accompanies this series, or you may want to use an activity of your own.
- Familiarize yourself with the assignments at the end of the lesson. Decide whether you will use the assignments that are presented in the lesson plan or make some changes or additions. Decide how to make the assignments as interactive as possible.

In Class

- Begin the lesson with the warm-up activity that you selected.
- Use the Skill Introduction section of the lesson to introduce the skill in an interactive way.
- Complete the exercises that are part of the lesson in an interactive way.
- End the lesson with the follow-up activity that you selected.
- Give the students the assignments that you selected.

HOW TO INCORPORATE A LANGUAGE LOG INTO THE TOEFL iBT® TEST CLASSROOM

A number of the suggested assignments in this book include having students record the assignment in a language log. A language log is a notebook with a list of assignments that students complete outside of class. The purpose of the language log is to emphasize to students the importance of working on English on their own outside of class in addition to the work they do in class. From the start of your course, you may want to have your students keep a language log. The log should include the date a particular assignment is given, the TOEFL iBT® test section the assignment relates to, a description of the assignment, and a sentence or two about the completion of the assignment. The following is a sample page from a language log:

DATE	SECTION	ASSIGNMENT	COMPLETION OF ASSIGNMENT
February 27	Speaking	To speak with a classmate in English for 30 minutes	Mia and I met after class on Tuesday at the coffee shop. We discussed a movie we both wanted to see.
February 28	Reading	To read a magazine or newspaper article	I read a short article in the newspaper at the school library. The article was on the problem of rising interest rates. Interest rates have gone up 2 percent in the past year.
March 1	Listening	To listen to a new program in English for 10 minutes	I listened to the sports report on CNN International for 10 minutes. The sports report was on the World Cup.
March 2	Writing	To write for 10 minutes in English on your favorite food	I wrote for 10 minutes about a lemon cake that my mother makes. I wrote 110 words, but I think my writing is not very correct.

Students should have a separate notebook that is used only for their language log and for their short writing assignments. You can check their language logs periodically to see that students are keeping their logs up to date. (You may want to have students turn in their logs on days that they are taking timed tests in class. Then you can check the logs briefly while students are completing the tests.) You can also include the language log as a percentage of students' overall grade in graded TOEFL iBT® test courses.

A language log can be a really effective component of a TOEFL course, demonstrating to students that they need to take responsibility for improving their English outside the classroom.

HOW TO PRESENT NOTE TAKING

Materials Head

Longman Preparation Course for the TOEFL® Test:





iBT, 3E

WARM-UP ACTIVITY (OPTIONAL)

Start the lesson with an activity to introduce the information in this section. You can ask students to discuss strategies they already use to take notes. Also ask students to discuss any issues they have encountered while trying to take notes.


INTRODUCTION


 p. xxii

The purpose of this section ( page xxii) is to discuss the important topic of note taking. Go over the material or have students read it on their own, ask the following questions to the class as a whole and have students answer orally.

- Is note taking important to success on the TOEFL iBT® test? (yes, it is)
- When should you take notes? (when working on all the passages in the Listening section and on both the reading and listening passages for the integrated tasks in the Speaking and Writing sections)
- Does everyone take notes in the same way? (no) So what can you learn from this section? (some helpful tips for efficient note taking)


LISTENING


 p. xxii

Direct students' attention to the explanation and example on  page xxii. Go over the material or have students read it on their own, ask the following questions to the class as a whole and have students answer orally.

- What are several ways you can organize your notes for the Listening section? (labeling the columns of a T-chart for cause and effect or for problems and solutions, using the two columns for comparing and contrasting two different topics, listing advantages and disadvantages of the same topic or situation, or using a basic outline to organize listening notes into topic, main points, and supporting ideas)
- Does the student write detailed, extensive notes? (no, only enough detail to remember main examples and reasons)
- What did the student use to write the notes? (symbols and abbreviations)


SPEAKING


 p. xxiii

Direct students' attention to the explanation and example on  page xxiii. Go over the material or have students read it on their own, ask the following questions to the class as a whole and have students answer orally.

- How should you organize your notes for the integrated Speaking tasks? (a T-chart should be organized so that one side lists the topic and main points of the Listening lecture and the other side lists the topic and three main points of the Reading passage)
- Does the student write detailed, extensive notes? (no, only enough detail to remember main examples and reasons)
- What did the student use to write the notes? (symbols and abbreviations)


WRITING


 pp. xxiv–xxv

Direct students' attention to the explanation and example on  page xxiv. Go over the material or have students read it on their own, ask the following questions to the class as a whole and have students answer orally.

- How should you organize your notes for the integrated Writing tasks? (a T-chart should be organized so that one side lists the topic and main points of the Reading passage and the other side lists the topic and three main points of the Listening lecture)
- Does the student write detailed, extensive notes? (no, only enough detail to remember main examples and reasons)
- What did the student use to write the notes? (symbols and abbreviations)

ABBREVIATIONS AND SYMBOLS

 pp. xiv–xv

Direct students' attention to the explanation and examples on  page xiv. Go over the material or have students read it on their own, ask the following questions to the class as a whole and have students answer orally.

- Why should you use abbreviations and symbols? (so that you can reduce the time and the amount you write in the notes)
- Should you use unique and complex abbreviations and symbols? (no, use common or familiar symbols; write only enough to help you remember the points important to your response)

SECTION ONE _____

READING


READING DIAGNOSTIC PRE-TEST


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TAKING THE TEST

 pp. 2–5


Have students turn to  page 2 and show them through the test:


1. Show students the directions on  page 2.
2. Show students that they should read the passage on  page 3 and then answer the questions.
3. Show students questions 1 through 21.
4. Give students 30 minutes to read the passage and complete the 20 questions that accompany it.

CORRECTING THE TEST


After students have taken the test, refer to the ANSWER KEY on the website www.pearsonelt.com/TOEFLiBT to correct the test.

DIAGNOSING THE TEST

 p. 591


After the tests are corrected, have students turn to the chart **DIAGNOSING READING ERRORS** on  page 591 to diagnose their errors. Have them go to the column under **PRE-TEST** in the chart and circle the number of each of the questions that they answered incorrectly or they were unsure of. Have them note which skills they need to focus on.


COUNTING THE POINTS

 pp. 4–5


After students have diagnosed their errors, have them count their points. Questions 1 through 21 are worth 1 point each, and question 22 is worth 2 points. The directions for determining the points for question 22 are found in the question directions.


SCORING THE TEST

 p. 592


After students have counted their points, have them score their tests. Have them look at the chart **SCORING THE READING PRE-TEST AND POST-TEST** on  page 592 to determine their **READING SCALED SCORE**.


RECORDING THE RESULTS

 p. 594

After students have determined their reading scaled score, they should record their results on the **READING TEST RESULTS** chart on  page 594.

ASSIGNMENT AFTER THE TEST

 pp. 6–10

The purpose of the assignment is to introduce students to the Reading section of the TOEFL iBT® test. Assign students to read the **READING OVERVIEW** on  pages 6–10 before the next class.

READING OVERVIEW

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WARM-UP ACTIVITY (OPTIONAL)

Start the lesson with an activity to introduce the information in this section. You can ask students to discuss strategies they already use as they read. Also ask students to discuss any issues they have encountered while trying read academically.


INTRODUCTION


 p. 6

The purpose of this section ( page 6) is to provide an overview of the Reading section of the TOEFL iBT® test. Go over the material or have students read it on their own, ask the following questions to the class as a whole and have students answer orally.

- **What is the first section on the TOEFL iBT® test?** (*Reading*)
- **How many reading passages does this section of the test have?** (*three; though some tests have four passages*)
- **How many questions follow each passage?** (*12–14*)
- **How much time will you have to complete the Reading section?** (*60 minutes; 80 minutes for a four-passage Reading section*)
- **What areas do the questions cover?** (*fact and negative fact; vocabulary; pronoun reference; sentence restatement; where sentences can be inserted into the passage; stated and unstated details; inferences; rhetorical purpose; and overall organization of ideas*)


STRATEGIES FOR READING

 pp. 6–8

The purpose of this section ( pages 6–8) is to introduce strategies that will help students on the Reading section of the TOEFL iBT® test. Go over the material or have students read it on their own, ask the following questions to the class as a whole and have students answer orally.


- **Have you ever used any of these strategies?**
- **Which of these strategies do you think will be most helpful as you study for and take the TOEFL iBT® test?**
- **Which of these strategies do you think you will need to spend extra time mastering?**

Improving Reading Comprehension

Direct students' attention to the tips for improving reading comprehension on  pages 8–9. Go over the material or have students read it on their own, ask the following questions to the class as a whole and have students answer orally.

- **Have you ever used any of these strategies?**
- **Which of these strategies do you think will be most helpful as you study for and take the TOEFL iBT® test?**
- **Which of these strategies do you think you will need to spend extra time mastering?**

Improving Vocabulary Skills

Direct students' attention to the tips for improving reading comprehension on  page 9. Go over the material or have students read it on their own, ask the following questions to the class as a whole and have students answer orally.

- **Have you ever used any of these strategies?**
- **Which of these strategies do you think will be most helpful as you study for and take the TOEFL iBT® test?**
- **Which of these strategies do you think you will need to spend extra time mastering?**

FOLLOW-UP


Go over the chart on page 10 with students, and remind students to refer to the information presented in this Overview section as they prepare for the TOEFL iBT® test. Doing so will help them study efficiently and focus their efforts.


VOCABULARY AND REFERENCE

Reading Skill 1: UNDERSTAND VOCABULARY FROM CONTEXT


Materials

Longman Preparation Course for the TOEFL iBT® Test

 iBT, 3E


 iBT Classroom Activities

WARM-UP ACTIVITY (OPTIONAL)

Start the lesson with an activity to introduce the information in this skill. You can use **Activity R1A** on  pages 2-3 or any activity that you prefer.

SKILL INTRODUCTION


 pp. 10–15

The purpose of the skill introduction on  pages 10–15 is to introduce the important information in this skill. Go over the introductory material or have students read it on their own, ask the following questions to the class as a whole and have students answer orally.


- **What kind of question are we discussing in this skill?** *(vocabulary in context)*
- **What does "context" mean?** *(the words around a vocabulary word)*
- **When there is a vocabulary question on the TOEFL iBT® test, do you have to know the meaning of the word to answer the question correctly? (no) Why?** *(because the context can help you understand the word)*

Draw students' attention to the shaded tip boxes throughout the introductory text and example, and answer any questions students may have.

Context Skills Exercise


Go over the strategies on  page 11 or have students read them on their own. Then have students complete the context questions with a partner. Go over the answers with the class.

Example Question 1

Have students look at **Example Question 1** on  page 13 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.


- **How do you know that this is a vocabulary question?** *(the word “draws” is highlighted, and the question includes the phrase “is closest in meaning to”)*
- **Sometimes difficult words that you do not understand are tested on the TOEFL iBT® test. Where do you look to understand the meaning of the word?** *(in the context around the word)*
- **Look at the context around “draws.” Try each of the answer choices in this context. Which of the answer choices fits into this context?** *(attracts)*

Example Question 2

Have students look at **Example Question 2** on  page 13 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **How do you know that this is a vocabulary question?** *(the word “fluctuated” is highlighted, and the question includes the phrase “is closest in meaning to”)*
- **Sometimes difficult words that you do not understand are tested on the TOEFL iBT® test. Where do you look to understand the meaning of the word?** *(in the context around the word)*
- **Look at the context around “fluctuated.” Try each of the answer choices in this context. Which of the answer choices fits into this context?** *(changed)*


Example Question 3

Have students look at **Example Question 3** on  page 14 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **How do you know that this is a vocabulary question?** *(the word “back” is highlighted, and the question includes the phrase “is closest in meaning to”)*
- **Sometimes difficult words that you do not understand are tested on the TOEFL iBT® test. Where do you look to understand the meaning of the word?** *(in the context around the word)*

- **Look at the context around “back.” Try each of the answer choices in this context. Which of the answer choices fits into this context?** *(support)*

Example Question 4

Have students look at **Example Question 4** on  page 14 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **How do you know that this is a vocabulary question?** *(the word “span” is highlighted, and the question includes the phrase “is closest in meaning to”)*
- **Sometimes difficult words that you do not understand are tested on the TOEFL iBT® test. Where do you look to understand the meaning of the word?** *(in the context around the word)*
- **Look at the context around “span.” Try each of the answer choices in this context. Which of the answer choices fits into this context?** *(size)*

READING EXERCISE 1



pp. 15–22

The purpose of the exercise is to have students use the information learned in this skill in TOEFL-style questions. After students complete the exercise, review the skill by asking the following questions and having students answer orally.

- **What kind of question is this? How do you know?**
- **Where is the context that helps you to understand the meaning of the vocabulary word?**
- **Try each of the answer choices in this context. Which of the answer choices fits into this context?**

FOLLOW-UP ACTIVITY (OPTIONAL)

Have students complete an activity to reinforce the information that has been presented in this skill. Use **Activity R1B** on **A** page 4 or any activity that you prefer.

ASSIGNMENTS

The purpose of the assignments is to reinforce this skill and to improve general reading fluency and comprehension.

1. Assign students to complete **READING EXERCISE 1** if it was not completed in class.
2. Assign students to read a newspaper, magazine, or Internet article in English and record it in their Language Log. For example:

DATE	SECTION	ASSIGNMENT	COMPLETION
11/21	Reading	To read a newspaper, magazine, or Internet article	I read a short article in our town's newspaper about a new restaurant. The article talked about their interesting food offerings and local produce.

Reading Skill 2: RECOGNIZE REFERENTS

Materials

Longman Preparation Course for the TOEFL iBT® Test



iBT, 3E

A iBT Classroom Activities


WARM-UP ACTIVITY (OPTIONAL)

Start the lesson with an activity to introduce the information in this skill. You can use **Activity R2A** on **A** page 5 or any activity that you prefer.

SKILL INTRODUCTION




pp. 22–25

The purpose of the skill introduction on  pages 22–25 is to introduce the important information in this skill. Go over the introductory material or have students read it on their own, ask the following questions to the class as a whole, and have students answer orally.

- **What kind of question are we discussing in this skill?**
(*referents*)
- **What are “referents”?** (*the words that pronouns refer to*)
- **What are “pronouns”?** (*words that replace nouns*)
- **Where do you usually find the referent for a pronoun?**
(*before the pronoun*)

Draw students’ attention to the tip boxes throughout the introductory text and example, and answer any questions students may have.


Example Question 1

Have students look at **Example Question 1** on  page 24 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **How do you know that this is a referent question?** (*the subject pronoun “they” is highlighted, and the question includes the phrase “refers to”*)
- **What are you supposed to look for?** (*the noun that “they” refers to*)


- **Where are you supposed to look?** *(at the nouns that come before “they”)*
- **Is “they” singular or plural?** *(plural)*
- **What are the plural nouns in front of “they”?** *(“thunderstorms,” “tornadoes”)*
- **Look at the context around “they.” Try each of the answer choices that come before “they” in this context. Which of the answer choices fits into this context?** *(thunderstorms)*

Example Question 2

Have students look at **Example Question 2** on  page 24 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **How do you know that this is a referent question?** *(the relative pronoun “that” is highlighted, and the question includes the phrase “refers to”)*
- **What are you supposed to look for?** *(the noun that “that” refers to)*
- **Where are you supposed to look?** *(at the nouns that come before “that”)*
- **Does “that” refer to a singular or plural noun?** *(singular)*
- **What are the singular nouns in front of “that”?** *(“thunderstorm,” “wall of clouds”)*
- **Look at the context around “that.” Try each of the answer choices that come before “that” in this context. Which of the answer choices fits into this context?** *(wall of clouds)*


Example Question 3

Have students look at **Example Question 3** on  page 24 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **How do you know that this is a referent question?** *(the subject pronoun “its” is highlighted, and the question includes the phrase “refers to”)*

- **What are you supposed to look for?** (*the noun that “its” refers to*)
- **Where are you supposed to look?** (*at the nouns that come before “its”*)
- **Is “its” singular or plural?** (*singular*)
- **What are the singular nouns in front of “its”?** (*“phase,” “tornado”*)
- **Look at the context around “its.” Try each of the answer choices that come before “its” in this context. Which of the answer choices fits into this context?** (*tornado*)

Example Question 4

Have students look at **Example Question 4** on  page 25 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **How do you know that this is a referent question?** (*the relative pronoun “which” is highlighted and the question includes the phrase “refers to”*)
- **What are you supposed to look for?** (*the noun that “which” refers to*)
- **Where are you supposed to look?** (*at the nouns that come before “which”*)
- **Does “which” refer to a singular or plural noun?** (*singular*)
- **What are the singular nouns in front of “which”?** (*“sky,” “sound”*)
- **Look at the context around “which.” Try each of the answer choices that come before “which” in this context. Which of the answer choices fits into this context?** (*sound*)

READING EXERCISE 2

 pp. 26–32


The purpose of the exercise is to have students use the information learned in this skill in TOEFL-style questions. After students complete the exercise, review the skill by asking the following questions and having students answer orally.

- What kind of question is this? How do you know?
- What are you supposed to look for?
- Where are you supposed to look?
- Is the pronoun singular or plural (or does the pronoun refer to a singular or plural noun)?
- What are the singular nouns in front of the pronoun (if they are there)?
- Look at the context around the pronoun. Try each of the answer choices that come before the pronoun in this context. Which of the answer choices fits into this context?

FOLLOW-UP ACTIVITY (OPTIONAL)

Have students complete an activity to reinforce the information that has been presented in this skill. Use **Activity R2B** on **A** pages 6–7 or any activity that you prefer.

READING EXERCISE (Skills 1–2)

 pp. 32–33

The purpose of the exercise is to incorporate two reading skills together in one TOEFL-style exercise. After students complete the exercise, review the exercise by asking the following questions and having students answer orally.

Reading Skill 1: UNDERSTAND VOCABULARY FROM CONTEXT (questions 3, 4, 5, 6, 9, 10, 11)

- What kind of question is this? How do you know?
- Where is the context that helps you to understand the meaning of the vocabulary word?

- **Try each of the answer choices in this context. Which of the answer choices fits into this context?**

Reading Skill 2: RECOGNIZE REFERENTS (questions 1, 2, 7, 8, 12, 13)

- **What kind of question is this? How do you know?**
- **What are you supposed to look for?**
- **Where are you supposed to look?**
- **Is the pronoun singular or plural (or does it refer to a singular or plural noun)?**
- **What are the singular nouns in front of the pronoun (if there are any)?**
- **Look at the context around the pronoun. Try each of the answer choices that come before the pronoun in this context. Which of the answer choices fits into this context?**

ASSIGNMENTS

The purpose of the assignments is to reinforce this skill and to improve general reading fluency and comprehension.


1. Assign students to complete READING EXERCISE 2 if it was not completed in class.
2. Assign students to complete READING EXERCISE (Skills 1–2) if it was not completed in class.


SENTENCES

Reading Skill 3: RECOGNIZE PARAPHRASES

Materials

Longman Preparation Course for the TOEFL iBT® Test

 iBT, 3E


 iBT Classroom Activities

WARM-UP ACTIVITY (OPTIONAL)

Start the lesson with an activity to introduce the information in this skill. You can use **Activity R3A** on **A** pages 8–9 or any activity that you prefer.

SKILL INTRODUCTION


 pp. 34–37

The purpose of the skill introduction on  pages 34–37 is to introduce the important information in this skill. Go over the introductory material or have students read it on their own, ask the following questions to the class as a whole, and have students answer orally.

- **What kind of question are we discussing in this skill?**
(recognizing paraphrases)
- **What do you have to do in this kind of question?**
(choose the answer that has the same meaning as a highlighted sentence in the reading passage)
- **Do you look at the highlighted sentence, or do you look around the highlighted sentence to answer this kind of question?** *(look at the highlighted sentence)*
- **Do you look at the entire sentence at once, or do you break the sentence down into parts?** *(break it down into parts)*


Draw students' attention to the shaded tip boxes throughout the introductory text and example, and answer any questions students may have.

Example Question 1

Have students look at **Example Question 1** on  page 35 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **How do you know that this is a recognizing paraphrases question?** *(a sentence is highlighted in the passage, and the question includes the phrases “sentences below” and “essential information”)*
- **Can you break this sentence down into parts?** *(yes, it can be divided into several parts)*
- **What is the first part?** *(This dividing line)* **And what does it mean?** *(it refers to information in the previous sentence, a separation between the two topmost layers of the Earth’s surface)*
- **What is the next part?** *(... named the Mohorovicic discontinuity, or Moho for short)* **And what does it mean?** *(it tells you the name of the separation and gives you another name for it)*
- **What is the next part?** *(... separates the Earth’s mantle from its crust)* **And what does it mean?** *(it indicates there are two parts being separated)*
- **What is the next part?** *(... the outermost layer of the earth)* **And what does it mean?** *(it describes a characteristic of the crust and the mantle is the second layer of the Earth)*
- **Which answer is therefore the best answer to this question?** *(the fourth answer)*


Example Question 2

Have students look at **Example Question 2** on  page 36 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **How do you know that this is a recognizing paraphrases question?** *(a sentence is highlighted in the passage, and the question includes the phrases “sentences below” and “essential information”)*
- **Can you break this sentence down into parts?** *(yes, there are two parts separated by a comma)*
- **What is the first part?** *(Though the Moho was a significant discovery for seismologists)* **And what does it mean?** *(the Moho was important to seismologists, and the word “Though” indicates that there is a contrast in ideas between the first and second part of the sentence)*

- **What is the second part?** (...the namesake of this division between two of Earth's strata did not set out to discover the line) **And what does it mean?** (both "this division" and "the line" refer back to "the Moho"; Mohorovicic—"the namesake"—was not originally looking for the line that divides the two layers)
- **Which answer is therefore the best answer to this question?** (the second answer)

READING EXERCISE 3

 pp. 37–44

The purpose of the exercise is to have students use the information learned in this skill in TOEFL-style questions. After students complete the exercise, review the skill by asking the following questions and having students answer orally.

- **What kind of question is this? How do we know?**
- **Can you break this sentence down into parts?**
- **What is the first part? And what does it mean?**
- **What is the second part? And what does it mean?**
- **Are there any other parts? If so, what do they mean?**
- **Which answer is therefore the best answer to this question?**

FOLLOW-UP ACTIVITY (OPTIONAL)

Have students complete an activity to reinforce the information that has been presented in this skill. Use **Activity R3B** on A pages 10–11 or any activity that you prefer.

ASSIGNMENTS

The purpose of the assignments is to reinforce this skill and to improve general reading fluency and comprehension.

1. Assign students to complete READING EXERCISE 3 if it was not completed in class.
2. Assign students to read a newspaper, magazine, or Internet article in English and record it in their Language Log. For example:

DATE	SECTION	ASSIGNMENT	COMPLETION
11/21	Reading	To read a newspaper, magazine, or Internet article	I read a short article in our town's newspaper about a new restaurant. The article talked about their interesting food offerings and local produce.

Reading Skill 4: INSERT SENTENCES INTO THE PASSAGE

Materials

Longman Preparation Course for the TOEFL iBT® Test



iBT, 3E

A iBT Classroom Activities


WARM-UP ACTIVITY (OPTIONAL)

Start the lesson with an activity to introduce the information in this skill. You can use **Activity R4A** on **A** pages 12–13 or any activity that you prefer.

SKILL INTRODUCTION




pp. 45–49

The purpose of the skill introduction on  pages 45–49 is to introduce the important information in this skill. Go over the introductory material or have students read it on their own, ask the following questions to the class as a whole, and have students answer orally.

- **What kind of question are we discussing in this skill?** (*inserting sentences into the reading passage*)
- **What do you have to do in this kind of question?** (*put a sentence in bold into the right place in the reading passage*)
- **What do you look for in the featured sentence?** (*key ideas in the sentence*)
- **Where do you look in the passage?** (*around the four squares*)
- **And what do you look for around the four squares?** (*the same key ideas that are in the sentence*)


Draw students' attention to the tip boxes throughout the introductory text and example and answer any questions students may have.

Example Question 1

Have students look at **Example Question 1** on  page 47 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.


- **How do you know that this is a sentence insertion question?** *(there is a sentence in bold in the question, the question includes the phrase “four squares,” and there are four squares in the passage)*
- **Which paragraph in the reading should you look at?** *(paragraph 2)*
- **What are some key ideas in the featured sentence?** *(“one type of skill dominates” and “both types of skill can be essential”)*
- **What connections can you make to other sentences in the reading passage?** *(to the previous sentence in which physical and mental skills are mentioned separately; to the following sentences that mention how a physical game uses mental skills and a mental game uses physical skills)*
- **Which answer is therefore the best answer to this question?** *(1B)*

Example Question 2

Have students look at **Example Question 2** on  page 47 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.


- **How do you know that this is a sentence insertion question?** *(there is a sentence in bold in the question, the question includes the phrase “four squares,” and there are four squares in the passage)*
- **Which paragraph in the reading should you look at?** *(paragraph 3)*
- **What are some key ideas in the featured text?** *(“those who violate” and “are penalized”)*
- **Is this sentence expressing a detail or a main idea?** *(a detail)*
- **What connections can you make to other sentences in the reading passage?** *(“While” indicates a contrast to the people mentioned earlier; because this text does not describe specific rules, use of “the rules” here indicates the rules were likely mentioned earlier as well)*
- **Which answer is therefore the best answer to this question?** *(2C)*

Example Question 3

Have students look at **Example Question 3** on  page 48 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.


- **How do you know that this is a sentence insertion question?** *(there is a sentence in bold in the question, the question includes the phrase “four squares,” and there are four squares in the passage)*
- **Which paragraph in the reading should you look at?** *(paragraph 4)*
- **What are some key ideas in the featured sentence?** *(“how a game develops,” “important clues,” and “history of that culture”)*
- **Is this sentence expressing a detail or a main idea?** *(a main idea)*
- **What connections can you make to other sentences in the reading passage?** *(“the history of that culture” connects it to the idea of societies evolving or changing over time)*
- **Which answer is therefore the best answer to this question?** *(box 3A)*

Example Question 4

Have students look at **Example Question 4** on  page 48 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **How do you know that this is a sentence insertion question?** *(there is a sentence in bold in the question, the question includes the phrase “four squares,” and there are four squares in the passage)*
- **Which paragraphs in the reading should you look at?** *(paragraph 5 and 6)*
- **What are some key ideas in the featured sentence?** *(“in addition, the spread of card games” and “both the advancement of society and the influence of one culture over another”)*
- **Is this sentence expressing a detail or a main idea?** *(a main idea)*
- **Which answer is the best answer to this question?** *(4C)*

READING EXERCISE 4

 pp. 50–55

The purpose of the exercise is to have students use the information learned in this skill in TOEFL-style questions. After students complete the exercise, review the skill by asking the following questions and having students answer orally.

- **What kind of question is this? How do we know?**
- **Which paragraphs in the reading should you look at?**
- **What are some key ideas in the featured sentence?**
- **Is this sentence expressing a detail or a main idea?**
- **What connections can you make to other sentences in the reading passage?**
- **Which answer is therefore the best answer to this question?**

FOLLOW-UP ACTIVITY (OPTIONAL)

Have students complete an activity to reinforce the information that has been presented in this skill. Use **Activity R4B** on **A** pages 14–15 or any activity that you prefer.

READING EXERCISE (Skills 3–4)

 pp. 55–57

The purpose of the exercise is to incorporate two reading skills together in one TOEFL-style exercise. After students complete the exercise, review the exercise by asking the following questions and having students answer orally.

Reading Skill 3: RECOGNIZE PARAPHRASES (questions 2, 3, 6, 8, 9)

- **What kind of question is this? How do we know?**
- **Can you break this sentence down into parts?**
- **What is the first part? And what does it mean?**
- **What is the second part? And what does it mean?**
- **Which answer is therefore the best answer to this question?**

Reading Skill 4: INSERT SENTENCES INTO THE PASSAGES (questions 1, 4, 5, 7, 10)

- What kind of question is this? How do we know?
- Which paragraphs in the reading should you look at?
- What are some key ideas in the featured sentence?
- Is this sentence expressing a detail or a main idea?
- What connections can you make to other sentences in the reading passage?
- Which answer is therefore the best answer to this question?

READING EXERCISE (Skills 1–4)

 pp. 57–59

The purpose of the exercise is to incorporate four reading skills together in one TOEFL-style exercise. After students complete the exercise, review the exercise by asking the following questions and having students answer orally.

Reading Skill 1: UNDERSTAND VOCABULARY FROM CONTEXT (questions 1, 4, 6, 9, 11)

- What kind of question is this? How do you know?
- Where is the context that helps you to understand the meaning of the vocabulary word?
- Try each of the answer choices in this context. Which of the answer choices fits into this context?

Reading Skill 2: RECOGNIZE REFERENTS (questions 3, 7)

- What kind of question is this? How do you know?
- What are you supposed to look for?
- Where are you supposed to look?
- Is the pronoun singular or plural (or does it refer to a singular or plural noun)?

- What are the singular nouns in front of the pronoun (if there are any)?
- Look at the context around the pronoun. Try each of the answer choices that come before the pronoun in this context. Which of the answer choices fits into this context?

Reading Skill 3: RECOGNIZE PARAPHRASES (questions 2, 8, 10)

- What kind of question is this? How do we know?
- Can you break this sentence down into parts?
- What is the first part? And what does it mean?
- What is the second part? And what does it mean?
- Which answer is therefore the best answer to this question?

Reading Skill 4: INSERT SENTENCES INTO THE PASSAGES (question 5)

- What kind of question is this? How do we know?
- Which paragraphs in the reading should you look at?
- What are some key ideas in the featured sentence?
- Is this sentence expressing a detail or a main idea?
- What connections can you make to other sentences in the reading passage?
- Which answer is therefore the best answer to this question?

ASSIGNMENTS

The purpose of the assignments is to reinforce this skill and to improve general reading fluency and comprehension.

1. Assign students to complete READING EXERCISE 4 if it was not completed in class.
2. Assign students to complete READING EXERCISE (Skills 3–4) if it was not completed in class.
3. Assign students to complete READING EXERCISE (Skills 1–4) if it was not completed in class.

Reading Skill 5: FIND FACTUAL INFORMATION

Materials

Longman Preparation Course for the TOEFL iBT® Test



iBT, 3E

A iBT Classroom Activities


WARM-UP ACTIVITY (OPTIONAL)

Start the lesson with an activity to introduce the information in this skill. You can use **Activity R5A** on **A** pages 16–17 or any activity that you prefer.

SKILL INTRODUCTION



pp. 59–62


The purpose of the skill introduction on  pages 59–62 is to introduce the important information in this skill. Go over the introductory material or have students read it on their own, ask the following questions to the class as a whole, and have students answer orally.

- **What kind of question are we discussing in this skill?** (*facts from the passage*)
- **Are the answers to these questions answered directly or indirectly in the passage?** (*directly*)
- **Which words in a question tell you that a question is a directly stated fact from the passage?** (*“according to,” “stated,” “mentioned,” “indicated”*)
- **Is this kind of question about the whole passage or about a small part of the passage?** (*a small part of the passage*)
- **Where do you look first to answer this kind of question?** (*choose a key idea from the passage*) **And then?** (*skim through the paragraph listed in the question to find the key idea*) **And then?** (*choose an answer that restates the information in the passage*)
- **Does the correct answer usually have the same words as the passage?** (*no, the correct answer is usually a restatement of the words in the passage*)

- **Detail questions in reading are generally answered in order in the passage. What does this mean?** (*the first questions are answered at the beginning of the passage, and the last questions are answered at the end of the passage*)


Draw students' attention to the shaded tip boxes throughout the introductory text and example and answer any questions students may have.

Example Question 1

Have students look at **Example Question 1** on  page 61 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.


- **How do you know that this is a factual information question?** (*the question includes the phrase "according to"*)
- **What is a key word or phrase in the question?** (*"ghost word"*) **Can you skim and find this key word (or related idea) in the first paragraph?** (*yes, in the second sentence*)
- **What is the meaning of the context around the word?** (*Skeat used the term "ghost word" in the late nineteenth century*)
- **Which answer has this meaning?** (*the second answer*)

Example Question 2

Have students look at **Example 2** on  page 61 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.


- **How do you know that this is a factual information question?** (*the question includes the phrase "states that"*)
- **What is a key word or phrase in the question?** (*"scapegoat" and "gravy"*) **Can you skim and find these key words (or related ideas) in the fourth paragraph?** (*yes, in the second sentence*)
- **What is the meaning of the context around the word?** (*the translator misunderstood the original*)
- **Which answer has this meaning?** (*the first answer*)

Example Question 3

Have students look at **Example Question 3** on  page 61 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **How do you know that this is a factual information question?** *(the question includes the phrase “according to”)*
- **What is a key word or phrase in the question?** *(“survival of ghost words”)* **Can you skim and find this key word (or related idea) in the sixth paragraph?** *(yes, in the first sentence)*
- **What is the meaning of the context around the word?** *(the survival of the words is influenced by two factors: time between first use of the word and discovery of the error; in other words, how far the word spread)*
- **Which answer has this meaning?** *(the fourth answer)*

Example Question 4

Have students look at **Example Question 4** on  page 62 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **How do you know that this is a factual information question?** *(the question includes the phrase “states that”)*
- **What is a key word or phrase in the question?** *(“before math”)* **Can you skim and find this key word (or related idea) in the seventh paragraph?** *(yes, in the second sentence)*
- **What is the meaning of the context around the word?** *(this term is not a ghost word because it came from another word)*
- **Which answer has this meaning?** *(the second answer)*

READING EXERCISE 5

 pp. 63–69

The purpose of the exercise is to have students use the information learned in this skill in TOEFL-style questions. After students complete the exercise, review the skill by asking the following questions and having students answer orally.

- **What kind of question is this? How do we know?**
- **Is this kind of question answered directly or indirectly in the passage?**
- **What is a key word or phrase in the question? Can you skim and find this key word (or related idea) in the passage?**
- **Which answer is therefore the best answer to this question?**

FOLLOW-UP ACTIVITY (OPTIONAL)

Have students complete an activity to reinforce the information that has been presented in this skill. Use **Activity R5B** on **A** pages 18–19 or any activity that you prefer.

ASSIGNMENTS

The purpose of the assignments is to reinforce this skill and to improve general reading fluency and comprehension.

1. Assign students to complete **READING EXERCISE 5** if it was not completed in class.
2. Assign students to read a newspaper, magazine, or Internet article in English and record it in their Language Log. For example:

DATE	SECTION	ASSIGNMENT	COMPLETION
11/21	Reading	To read a newspaper, magazine, or Internet article	I read a short article in our town's newspaper about a new restaurant. The article talked about their interesting food offerings and local produce.

Reading Skill 6: IDENTIFY NEGATIVE FACTS

Materials

Longman Preparation Course for the TOEFL iBT® Test



iBT, 3E

A iBT Classroom Activities


WARM-UP ACTIVITY (OPTIONAL)

Start the lesson with an activity to introduce the information in this skill. You can use **Activity R6A** on **A** page 20 or any activity that you prefer.

SKILL INTRODUCTION



pp. 69–73


The purpose of the skill introduction on  pages 69–73 is to introduce the important information in this skill. Go over the introductory material or have students read it on their own, ask the following questions to the class as a whole, and have students answer orally.

- **What kind of question are we discussing in this skill?**
(negative facts)
- **How many answers are true in this kind of question?**
(three) **And what about the other answer?** (it is either not true or not in the passage)
- **Which words in a question tell you that a question is a negative fact question?** (“NOT stated,” “NOT mentioned,” “NOT discussed,” “NOT true,” “NOT indicated,” “true EXCEPT”)
- **If a question contains the phrase “NOT stated,” or “NOT mentioned,” or “NOT discussed,” or “NOT indicated,” how many answers are in the passage?**
(three) **What about the other answer?** (it is not in the passage)
- **If a question contains the phrase “NOT true” or “true EXCEPT,” how many answers are true?** (three) **What about the other answer?** (it is false)
- **Is this kind of question about the whole passage or about a part of the passage?** (a part of the passage)

- **How do you find the answer to this kind of question if three answers are true and one is not true?** *(look for key words to help you scan the passage for true information and then identify the answer that is false or not stated)*


Draw students' attention to the tip boxes throughout the introductory text and example, and answer any questions students may have.

Example Question 1

Have students look at **Example Question 1** on  page 71 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **How do you know this is a negative fact question?** *(the question includes the phrase "NOT stated")*
- **In this kind of question, three answers are stated. What about the other answer?** *(it is not stated in the passage)*
- **How do you answer this question?** *(find the one answer that is not stated in paragraph 1)*
- **What key word (or related idea) is in all of the answers?** *(sunlight)*
- **What is the meaning of the context in the passage around "sunlight"?** *(light...is bent as it travels through water droplets)*
- **What can be determined from this?** *(that it is not true that sunlight passes through water droplets in a straight line)*
- **Which answer is therefore the best answer?** *(the third answer)*


Example Question 2

Have students look at **Example Question 2** on  page 71 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **How do you know this is a negative fact question?** *(the question includes the phrase "EXCEPT that")*
- **In this kind of question, three answers are true. What about the other answer?** *(it is not true)*

- **How do you answer this question?** *(find the one answer that is not true)*
- **What key word (or related idea) is in all of the answers?** *(moonbows)*
- **What is the meaning of the context in the passage around “moonbows”?** *(unless the Moon is exceptionally bright, the moonbow appears as a white or grayish-white band of light)*
- **What can be determined from this?** *(that it is not true that sunlight passes through water droplets in a straight line)*
- **Which answer is therefore the best answer?** *(the first answer)*


Example Question 3

Have students look at **Example Question 3** on  page 71 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **How do you know this is a negative fact question?** *(the question includes the phrase “NOT mentioned”)*
- **In this kind of question, three answers are true. What about the other answer?** *(it is not mentioned in paragraph 3)*
- **How do you answer this question?** *(find the three answers that are mentioned)*
- **What is a key word (or related idea) in all the answers?** *(moonbows)*
- **Is the first answer true according to paragraph 3?** *(yes, line 2 states that “the moon must be full in the sky”) This answer is in the passage. So is it the correct answer?* *(no)*
- **Is the second answer true according to paragraph 3?** *(yes, line 5 states that moonbows are at their most visible during a full Moon) This answer is in the passage. So is it the correct answer?* *(no)*
- **Is the third answer true according to paragraph 3?** *(yes, line 4 states that “moonbows are sighted much less often than rainbows”) This answer is in the passage. So is it the correct answer?* *(no)*

- **The first, second, and third answers are all true according to paragraph 3. Which answer is the correct answer to this question?** *(the fourth answer)*

Example Question 4

Have students look at **Example Question 4** on  page 72 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **How do you know this is a negative fact question?** *(the question includes the phrase “NOT mentioned”)*
- **In this kind of question, three answers are true. What about the other answer?** *(it is not mentioned in the passage)*
- **How do you answer this question?** *(find the three answers that are mentioned)*
- **What is a key word (or related idea) in all the answers?** *(moonbows)*
- **Is the first answer true according to the passage?** *(yes, paragraph 5, lines 1–2 states that in some locales, people have to depend on rain for the chance of a moonbow to appear, but in locations where there are waterfalls, the phenomenon can be viewed more often) This answer is in the passage. So is it the correct answer?* *(no)*
- **Is the third answer true according to the passage?** *(yes, paragraph 4, lines 7–8 tell you most people...rely on long exposure photographs to capture the moonbow and provide an image of its colors) This answer is in the passage. So is it the correct answer?* *(no)*
- **Is the fourth answer true according to the passage?** *(yes, paragraph 6 states that one phenomenon commonly mistaken for a moonbow is a corona) This answer is in the passage. So is it the correct answer?* *(no)*
- **The first, second, and third answers are all true according to paragraph 3. Which answer is the correct answer to this question?** *(the second answer)*

READING EXERCISE 6

 pp. 73–80


The purpose of the exercise is to have students use the information learned in this skill in TOEFL-style questions. After students complete the exercise, review the skill by asking the following questions and having students answer orally.

- **What kind of question are we discussing in this skill?**
- **How many answers are true in this kind of question? And what about the other answer?**
- **Which words in a question tell you that a question is a negative fact question?**
- **How do you answer this question?**
- **What is a key word or phrase in the question? Can you skim and find the key word or phrase (or related idea) in the passage?**
- **What is the meaning of the context around the key word?**
- **What can be determined from this?**
- **Which answer is therefore the best answer to this question?**

FOLLOW-UP ACTIVITY (OPTIONAL)

Have students complete an activity to reinforce the information that has been presented in this skill. Use **Activity R6B** on **A** pages 21–22 or any activity that you prefer.

READING EXERCISE (Skills 5–6)

 pp. 80–82

The purpose of the exercise is to incorporate two reading skills together in one TOEFL-style exercise. After students complete the exercise, review the exercise by asking the following questions and having students answer orally.

Reading Skill 5: FIND FACTUAL INFORMATION (questions 1, 2, 3, 7, 9, 10, 12)

- What kind of question is this? How do we know?
- Is this kind of question answered directly or indirectly in the passage?
- What is a key word or phrase in the question? Can you skim and find this key word (or related idea) in the passage?
- Which answer is therefore the best answer to this question?

Reading Skill 6: IDENTIFY NEGATIVE FACTS (questions 4, 5, 6, 8, 11, 13)

- What kind of question are we discussing in this skill?
- How many answers are true in this kind of question? And what about the other answer?
- Which words in a question tell you that a question is a negative fact question?
- How do you answer this question?
- What is a key word or phrase in the question? Can you skim and find the key word or phrase (or related idea) in the passage?
- What is the meaning of the context around the key word?
- What can be determined from this?
- Which answer is therefore the best answer to this question?

READING REVIEW EXERCISE (Skills 1–6)

 pp. 82–84

The purpose of the exercise is to incorporate six reading skills together in one TOEFL-style exercise. After students complete the exercise, review the exercise by asking the following questions and having students answer orally.

Reading Skill 1: UNDERSTAND VOCABULARY FROM CONTEXT (questions 2, 8, 12)

- What kind of question is this? How do you know?
- Where is the context that helps you to understand the meaning of the vocabulary word?
- Try each of the answer choices in this context. Which of the answer choices fits into this context?

Reading Skill 2: RECOGNIZE REFERENTS (questions 4, 10)

- What kind of question is this? How do you know?
- What are you supposed to look for?
- Where are you supposed to look?
- Is the pronoun singular or plural (or does it refer to a singular or plural noun)?
- What are the singular nouns in front of the pronoun (if there are any)?
- Look at the context around the pronoun. Try each of the answer choices that come before the pronoun in this context. Which of the answer choices fits into this context?

Reading Skill 3: RECOGNIZE PARAPHRASES (questions 3, 9)

- What kind of question is this? How do we know?
- Can you break this sentence down into parts?
- What is the first part? And what does it mean?
- What is the second part? And what does it mean?

- Are there any other parts? If so, what do they mean?
- Which answer is therefore the best answer to this question?

Reading Skill 4: INSERT SENTENCES INTO THE PASSAGES (questions 5, 13)

- What kind of question is this? How do we know?
- Which paragraphs in the reading should you look at?
- What are some key ideas in the featured sentence?
- Is this sentence expressing a detail or a main idea?
- What connections can you make to other sentences in the reading passage?
- Which answer is therefore the best answer to this question?

Reading Skill 5: FIND FACTUAL INFORMATION (questions 1, 7)

- What kind of question is this? How do we know?
- Is this kind of question answered directly or indirectly in the passage?
- What is a key word or phrase in the question? Can you skim and find this key word (or related idea) in the passage?
- Which answer is therefore the best answer to this question?

Reading Skill 6: IDENTIFY NEGATIVE FACTS (questions 6, 11)

- What kind of question are we discussing in this skill?
- How many answers are true in this kind of question? And what about the other answer?
- Which words in a question tell you that a question is a negative fact question?
- How do you answer this question?

- What is a key word or phrase in the question? Can you skim and find the key word or phrase (or related idea) in the passage?
- What is the meaning of the context around the key word?
- What can be determined from this?
- Which answer is therefore the best answer to this question?

ASSIGNMENTS

The purpose of the assignments is to reinforce this skill and to improve general reading fluency and comprehension.

1. Assign students to complete **READING EXERCISE 6** if it was not completed in class.
2. Assign students to complete **READING EXERCISE (Skills 5–6)** if it was not completed in class.
3. Assign students to complete **READING EXERCISE (Skills 1–6)** if it was not completed in class.

Reading Skill 7: MAKE INFERENCES FROM STATED FACTS

Materials

Longman Preparation Course for the TOEFL iBT® Test



iBT, 3E

A iBT Classroom Activities


WARM-UP ACTIVITY (OPTIONAL)

Start the lesson with an activity to introduce the information in this skill. You can use **Activity R7A** on **A** pages 23–24 or any activity that you prefer.

SKILL INTRODUCTION




pp. 84–86

The purpose of the skill introduction on  pages 84–86 is to introduce the important information in this skill. Go over the introductory material or have students read it on their own, ask the following questions to the class as a whole, and have students answer orally.


- **What kind of questions are we discussing in this skill** (*inferences*)
- **Are the answers to these questions answered directly or indirectly in the passage?** (*indirectly*)
- **Which words in a question tell you that a question is a directly stated fact from the passage?** (*“implied,” “suggested,” “likely,” “probably,” “inferred”*)
- **Where do you look first to answer this kind of question?** (*look for indications in the question that tell you where the answer is located*) **And then?** (*look for information in the passage that contradicts an answer choice and eliminate that answer choice*) **And then?** (*draw a conclusion based on the information in the passage*)
- **Should you choose an answer because it appears to be true?** (*no, the correct answer will not be stated directly and must be inferred*)

Draw students’ attention to the shaded tip boxes throughout the introductory text and example, and answer any questions students may have.

Inference Exercise


Have students complete the inference questions on  page 85 with a partner. Go over the answers with the class.

Example Question 1

Have students look at **Example Question 1** on  page 88 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **How do you know that this is an inference question?** *(the question includes the word “suggests”)*
- **Is this question answered directly or indirectly in the passage?** *(indirectly, you must read information in the passage and draw a conclusion from it)*
- **Where in the passage do you look to find the answer?** *(paragraph 2)*
- **What key ideas does the paragraph mention?** *(in an agricultural society, this often meant trading grains or food crops in exchange for animals)* **What conclusion can be drawn from these two ideas?** *(grains, animals, and crops had value)*
- **Do any of the answer choices contradict information in the paragraph?** *(yes, the first and fourth answer choices)*
- **Which answer is the best answer to this question?** *(the third answer)*


Example Question 2

Have students look at **Example Question 2** on  page 88 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **How do you know that this is an inference question?** *(the question includes the word “inferred”)*
- **Is this question answered directly or indirectly in the passage?** *(indirectly, you must read information in the passage and draw a conclusion from it)*
- **Where in the passage do you look to find the answer?** *(paragraph 3)*


- **What key ideas does the paragraph mention?** (*Early societies began introducing stones, shells, or metals . . . as payment for perishable goods like food, seeds, and animals and farmers could accept gold for . . . cattle and carpenters and crop gatherers could trade [their] services for*) **What conclusion can be drawn from these ideas?** (*more people enjoyed the benefits of using money*)
- **Do any of the answer choices contradict information in the paragraph?** (*yes, the first and third answer choices*)
- **Which answer is therefore the best answer to this question?** (*the second answer*)

Example Question 3

Have students look at **Example Question 3** on  page 88 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **How do you know that this is an inference question?** (*the question includes the word “implied”*)
- **Is this question answered directly or indirectly in the passage?** (*indirectly, you must read information in the passage and draw a conclusion from it*)
- **Where in the passage do you look to find the answer?** (*paragraph 5*)
- **What key ideas does the paragraph mention?** (*the materials for money had to be standardized for wider acceptance... some of these early forms of money were rejected by outside cultures ... money had to meet specific criteria . . . on which a wide range of people could agree*) **What conclusion can be drawn from these ideas?** (*not all societies valued the same items*)
- **Do any of the answer choices contradict information in the paragraph?** (*yes, the second and third answer choices*)
- **Which answer is therefore the best answer to this question?** (*the first answer*)

Example Question 4

Have students look at **Example Question 4** on  page 89 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **How do you know that this is an inference question?** *(the question includes the word “imply”)*
- **Is this question answered directly or indirectly in the passage?** *(indirectly, you must read information in the passage and draw a conclusion from it)*
- **Where in the passage do you look to find the answer?** *(paragraph 6)*
- **What key expression is in the question?** *(silver)* **What key ideas does the paragraph mention?** *(materials used for money had to exhibit three characteristics . . . scarcity, indestructibility, and portability)* **What conclusion can be drawn from these ideas?** *(silver had the characteristics required for money)*
- **Do any of the answer choices contradict information in the paragraph?** *(yes, the first, second, and third answer choices)*
- **Which answer is therefore the best answer to this question?** *(the first answer)*

READING EXERCISE 7

 pp. 90–96

The purpose of the exercise is to have students use the information learned in this skill in TOEFL-style questions. After students complete the exercise, review the skill by asking the following questions and having students answer orally.

- **What kind of question is this? How do you know?**
- **Are the answers to these questions answered directly or indirectly in the passage?**
- **Where in the passage do you look to find the answer? What key ideas does the paragraph mention? What conclusion can be drawn from these ideas?**
- **Do any of the answer choices contradict information in the paragraph?**
- **Which answer therefore is the best answer to this question?**

FOLLOW-UP ACTIVITY (OPTIONAL)

Have students complete an activity to reinforce the information that has been presented in this skill. Use **Activity R7B** on **A** page 25 or any activity that you prefer.

ASSIGNMENTS

The purpose of the assignments is to reinforce this skill and to improve general reading fluency and comprehension.

1. Assign students to complete **READING EXERCISE 7** if it was not completed in class.
2. Assign students to read a newspaper, magazine, or Internet article in English and record it in their Language Log. For example:

DATE	SECTION	ASSIGNMENT	COMPLETION
11/21	Reading	To read a newspaper, magazine, or Internet article	I read a short article in our town's newspaper about a new restaurant. The article talked about their interesting food offerings and local produce.

Reading Skill 8: INFER RHETORICAL PURPOSE QUESTIONS

Materials

Longman Preparation Course for the TOEFL iBT® Test



iBT, 3E

A iBT Classroom Activities


WARM-UP ACTIVITY (OPTIONAL)

Start the lesson with an activity to introduce the information in this skill. You can use **Activity R8A** on **A** page 26 or any activity that you prefer.

SKILL INTRODUCTION




pp. 97–100

The purpose of the skill introduction on  pages 97–100 is to introduce the important information in this skill. Go over the introductory material or have students read it on their own, ask the following questions to the class as a whole, and have students answer orally.

- **What kind of question are we discussing in this skill?** (*rhetorical purpose*)
- **What does “purpose” mean?** (*why someone does something*)
- **What does “rhetoric” refer to?** (*the organization of ideas*)
- **So what do questions about “rhetorical purpose” ask?** (*why the author includes certain ideas in the overall organization of ideas*)
- **Which words in a question tell you that it is about rhetorical purpose?** (*“Why does the author mention/discuss...,” “What is the function of...,” “The author mentions X in order to...,” “Why does the author compare X to Y...,” “The author uses X as an example of...”*)
- **Where do you look first to answer this kind of question?** (*look around the highlighted words in the passage*) **And then?** (*look for signal words around the highlighted text to establish a relationship between the information*) **And then?** (*draw a conclusion about the author’s purpose*)


Draw students' attention to the shaded tip boxes throughout the introductory text and example, and answer any questions students may have.

Example Question 1

Have students look at **Example Question 1** on  page 98 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **How do you know that this is a rhetorical purpose question?** *(the question includes the words "The author mentions... in order to")*
- **Is this question answered directly or indirectly in the passage?** *(indirectly, you must draw a conclusion to answer it)*
- **This question asks why the author does what?** *(mentions "Mercury," "Venus," and "Mars")*
- **It is easy to find "Mercury," "Venus," and "Mars" because they are highlighted. What does the information around these words mean?** *(that the Earth has a strong magnetic field and the other inner planets do not)*
- **What conclusion can you draw about why the author mentions "Mercury," "Venus," and "Mars"?** *(to highlight information that is not true about the Earth)*
- **Which answer is therefore the best answer to this question?** *(the second answer)*


Example Question 2

Have students look at **Example Question 2** on  page 99 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **How do you know that this is a rhetorical purpose question?** *(the question includes the words "Why does the author mention...")*
- **Is this question answered directly or indirectly in the passage?** *(indirectly, you must draw a conclusion to answer it)*
- **This question asks why the author does what?** *(mentions "a teardrop")*


- **It is easy to find “a teardrop” because the words are highlighted. What does the information around these words mean?** *(that the magnetosphere looks like a teardrop)*
- **What conclusion can you draw about why the author mentions “a teardrop” in a paragraph about the magnetosphere?** *(to show the shape of the magnetosphere)*
- **Which answer is therefore the best answer to this question?** *(the fourth answer)*

Example Question 3

Have students look at **Example Question 3** on  page 99 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **How do you know that this is a rhetorical purpose question?** *(the question includes the words “Why does the author mention...”)*
- **Is this question answered directly or indirectly in the passage?** *(indirectly, you must draw a conclusion to answer it)*
- **This question asks why the author does what?** *(mentions “a bow that shoots an arrow”)*
- **It is easy to find “a bow that shoots an arrow” because the words are highlighted. What does the information around these words mean?** *(that the paragraph is discussing the shape of the magnetic field on the sunward-facing side)*
- **What conclusion can you draw about why the author mentions “a bow that shoots an arrow” in a paragraph about the magnetosphere?** *(to show the effect the solar winds have on this part of the magnetosphere)*
- **Which answer is therefore the best answer to this question?** *(the first answer)*

Example Question 4

Have students look at **Example Question 4** on  page 100 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **How do you know that this is a rhetorical purpose question?** *(the question includes the words “The author mentions... as”)*

- **Is this question answered directly or indirectly in the passage?** (*indirectly, you must draw a conclusion to answer it*)
- **This question asks why the author does what?** (*mentions “the sea turtle” and “birds”*)
- **It is easy to find “the sea turtle” and “birds” because the words are highlighted. What does the information around these words mean?** (*that the paragraph is discussing animals and their relationship to the magnetic field*)
- **What conclusion can you draw about why the author mentions “a sea turtle” and “birds” in a paragraph about the magnetosphere?** (*to show provide examples of animals that can sense the Earth’s magnetic field*)
- **Which answer is therefore the best answer to this question?** (*the fourth answer*)

READING EXERCISE 8

 pp. 101–108


The purpose of the exercise is to have students use the information learned in this skill in TOEFL-style questions. After students complete the exercise, review the skill by asking the following questions and having students answer orally.

- **What kind of question is this? How do you know?**
- **Are the answers to these questions answered directly or indirectly in the passage?**
- **This question asks why the author does what?**
- **What does the context around the highlighted word or expression mean?**
- **What conclusion can you draw about why the author mentions this word or expression?**
- **Which answer is therefore the best answer to this question?**

FOLLOW-UP ACTIVITY (OPTIONAL)

Have students complete an activity to reinforce the information that has been presented in this skill. Use **Activity R8B** on **A** page 27 or any activity that you prefer.

READING EXERCISE (Skills 7–8)

 pp. 108–110

The purpose of the exercise is to incorporate two reading skills together in one TOEFL-style exercise. After students complete the exercise, review the exercise by asking the following questions and having students answer orally.

Reading Skill 7: MAKE INFERENCES FROM STATED FACTS (questions 1, 5, 7, 8, 9)

- What kind of question is this? How do you know?
- Are the answers to these questions answered directly or indirectly in the passage?
- Where in the passage do you look to find the answer? What key ideas does the paragraph mention? What conclusion can be drawn from these ideas?
- Do any of the answer choices contradict information in the paragraph?
- Which answer therefore is the best answer to this question?

Reading Skill 8: INFER RHETORICAL PURPOSE QUESTIONS (questions 2, 3, 4, 6, 10)

- What kind of question is this? How do you know?
- Are the answers to these questions answered directly or indirectly in the passage?
- This question asks why the author does what?
- What does the context around the highlighted word or expression mean?
- What conclusion can you draw about why the author mentions this word or expression?
- Which answer is therefore the best answer to this question?

READING REVIEW EXERCISE (Skills 1–8)



pp. 110–112

The purpose of the exercise is to incorporate eight reading skills together in one TOEFL-style exercise. After students complete the exercise, review the exercise by asking the following questions and having students answer orally.

Reading Skill 1: UNDERSTAND VOCABULARY FROM CONTEXT (questions 2, 9, 10)

- What kind of question is this? How do you know?
- Where is the context that helps you to understand the meaning of the vocabulary word?
- Try each of the answer choices in this context. Which of the answer choices fits into this context?

Reading Skill 2: RECOGNIZE REFERENTS (question 6)

- What kind of question is this? How do you know?
- What are you supposed to look for?
- Where are you supposed to look?
- Is the pronoun singular or plural (or does it refer to a singular or plural noun)?
- What are the singular nouns in front of the pronoun (if there are any)?
- Look at the context around the pronoun. Try each of the answer choices that come before the pronoun in this context. Which of the answer choices fits into this context?

Reading Skill 3: RECOGNIZE PARAPHRASES (question 12)

- What kind of question is this? How do we know?
- Can you break this sentence down into parts?
- What is the first part? And what does it mean?

- What is the second part? And what does it mean?
- Which answer is therefore the best answer to this question?

Reading Skill 4: INSERT SENTENCES INTO THE PASSAGES (question 5)

- What kind of question is this? How do we know?
- Which paragraphs in the reading should you look at?
- What are some key ideas in the featured sentence?
- Is this sentence expressing a detail or a main idea?
- What connections can you make to other sentences in the reading passage?
- Which answer is therefore the best answer to this question?

Reading Skill 5: FIND FACTUAL INFORMATION (questions 1, 7)

- What kind of question is this? How do we know?
- Is this kind of question answered directly or indirectly in the passage?
- What is a key word or phrase in the question? Can you skim and find this key word (or related idea) in the passage?
- Which answer is therefore the best answer to this question?

Reading Skill 6: IDENTIFY NEGATIVE FACTS (question 15)

- What kind of question are we discussing in this skill?
- How many answers are true in this kind of question? And what about the other answer?
- Which words in a question tell you that a question is a negative fact question?
- How do you answer this question?

- What is a key word or phrase in the question? Can you skim and find the key word or phrase (or related idea) in the passage?
- What is the meaning of the context around the key word?
- What can be determined from this?
- Which answer is therefore the best answer to this question?

Reading Skill 7: MAKE INFERENCES FROM STATED FACTS (questions 3, 11, 13)

- What kind of question is this? How do you know?
- Are the answers to these questions answered directly or indirectly in the passage?
- Where in the passage do you look to find the answer? What key ideas does the paragraph mention? What conclusion can be drawn from these ideas?
- Do any of the answer choices contradict information in the paragraph?
- Which answer therefore is the best answer to this question?

Reading Skill 8: INFER RHETORICAL PURPOSE QUESTIONS (questions 4, 8, 14)

- What kind of question is this? How do you know?
- Are the answers to these questions answered directly or indirectly in the passage?
- This question asks why the author does what?
- What does the context around the highlighted word or expression mean?
- What conclusion can you draw about why the author mentions this word or expression?
- Which answer is therefore the best answer to this question?

ASSIGNMENTS

The purpose of the assignments is to reinforce this skill and to improve general reading fluency and comprehension.

1. Assign students to complete **READING EXERCISE 8** if it was not completed in class.
2. Assign students to complete **READING EXERCISE (Skills 7–8)** if it was not completed in class.
3. Assign students to complete **READING EXERCISE (Skills 1–8)** if it was not completed in class.

Reading Skill 9: SELECT SUMMARY INFORMATION

Materials

Longman Preparation Course for the TOEFL iBT® Test



iBT, 3E

A iBT Classroom Activities


WARM-UP ACTIVITY (OPTIONAL)

Start the lesson with an activity to introduce the information in this skill. You can use **Activity R9A** on **A** page 29 or any activity that you prefer.

SKILL INTRODUCTION




pp. 113–116

The purpose of the skill introduction on  pages 113–116 is to introduce the important information in this skill. Go over the introductory material or have students read it on their own, ask the following questions to the class as a whole, and have students answer orally.

- **What kind of question are we discussing in this skill?**
(summary chart)
- **Is this kind of question about the whole passage or about a small part of the passage?** *(the whole passage)*
- **What kind of organization does the passage have when this kind of question is used?** *(it has an overall topic and three major supporting ideas)*
- **In this kind of question, do you give the topic, or does TOEFL give the topic?** *(TOEFL gives the topic)*
- **What do you have to do in this kind of question?**
(choose the three major ideas that support the given topic)


Draw students' attention to the shaded tip boxes throughout the introductory text and example and answer any questions students may have.

Example Question

Have students look at the **Example** on  page 114 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **How do you know that this is a summary chart question?** *(there is a reading passage and a chart with a topic and space for three answer choices)*
- **What is the topic of the passage?** *(“power was distributed equally among all people”)*
- **How many answer choices does this question have?** *(six)*
- **How many of these answer choices are correct?** *(three)*
- **How many of these answer choices are incorrect?** *(three)*
- **How many points is this question worth?** *(two)*
- **Are any of the answer choices definitely false or not discussed in the passage?** *(the third answer choice is false)* **Do any of the answer choices describe minor details or examples?** *(the second and sixth answer choices provide specific details)*
- **What are the major supporting points in the passage?** *(the equal representation provided by the initial government led to legislative failure, the Great Compromise was designed to address fair representation, the three branches of government must cooperate)*
- **Which three sentences provide the major supporting points?** *(the first, fourth, and fifth answer choices)*

READING EXERCISE 9

 pp. 117–122

The purpose of the exercise is to have students use the information learned in this skill in TOEFL-style questions. After students complete the exercise, review the skill by asking the following questions and having students answer orally.

- **What kind of question is this? How do you know?**
- **Is this question about the whole passage or about a small part of the passage?**

- **What is the topic of the passage?**
- **What are the major supporting points in the passage?**
- **Which answers contain the major supporting points?**
- **Why are the remaining answers not correct?**

FOLLOW-UP ACTIVITY (OPTIONAL)

Have students complete an activity to reinforce the information that has been presented in this skill. Use **Activity R9B** on **A** pages 30–31 or any activity that you prefer.

ASSIGNMENTS

The purpose of the assignments is to reinforce this skill and to improve general reading fluency and comprehension.


1. Assign students to complete **READING EXERCISE 9** if it was not completed in class.
2. Assign students to read a newspaper, magazine, or Internet article in English and record it in their Language Log. For example:


DATE	SECTION	ASSIGNMENT	COMPLETION
11/21	Reading	To read a newspaper, magazine, or Internet article	I read a short article in our town's newspaper about a new restaurant. The article talked about their interesting food offerings and local produce.

Reading Skill 10: COMPLETE ORGANIZATIONAL (SCHEMATIC) TABLES


Materials

Longman Preparation Course for the TOEFL iBT® Test


 iBT, 3E


 iBT Classroom Activities

WARM-UP ACTIVITY (OPTIONAL)

Start the lesson with an activity to introduce the information in this skill. You can use **Activity R10A** on  page 32 or any activity that you prefer.

SKILL INTRODUCTION


 pp. 122–125

The purpose of the skill introduction on  page 122 is to introduce the important information in this skill. Go over the introductory material or have students read it on their own, ask the following questions to the class as a whole, and have students answer orally.

- **What kind of question are we discussing in this skill?**
(organizational [schematic] tables)
- **Is this kind of question about the whole passage or about a small part of the passage?** *(the whole passage)*
- **What kind of organization does the passage have when this kind of question is used?** *(it discusses two or three categories of information)*
- **In this kind of question, do you decide how many categories there are, or does TOEFL decide?** *(TOEFL decides)*
- **What do you have to do in this kind of question?**
(decide which category each piece of information belongs to)


Draw students' attention to the shaded tip boxes throughout the introductory text and example, and answer any questions students may have.

Example Question

Have students look at the **Example** on  page 123 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **How do you know that this is an organizational (schematic) table question?** *(there is a reading passage and a table with two categories of information)*
- **What is being discussed in the passage?** *(pterosaurs)*
- **How many kinds of pterosaurs are discussed** *(two: rhamphorhynchus and pterodactyls)*
- **What is true about the first kind of pterosaur (rhamphorhynchus)?** *(lived prior to and during the early Jurassic Period, active during the night and slept during the day, had both upper and lower teeth)*
- **What is true about the second kind of pterosaur (pterodactyls)?** *(teeth extended to the front of the jaw, active during the day)*
- **How many answer choices does this question have?** *(seven)*
- **How many of these answer choices are correct?** *(five)*
- **How many of these answer choices are incorrect?** *(two)*
- **How many points is this question worth?** *(three)*
- **Which answers describe the first kind of pterosaur (rhamphorhynchus)?** *(the first, fourth, and fifth answers)*
- **Which answers describe the first kind of pterosaur (pterodactyls)?** *(the second and seventh answers)*
- **Why is the third answer not correct?** *(it does not refer to rhamphorhynchus or pterodactyls)*
- **Why is the sixth answer not correct?** *(it does not refer to rhamphorhynchus or pterodactyls)*

READING EXERCISE 10

 pp. 126–131


The purpose of the exercise is to have students use the information learned in this skill in TOEFL-style questions. After students complete the exercise, review the skill by asking the following questions and having students answer orally.

- What kind of question is this? How do you know?
- Is this question about the whole passage or about a small part of the passage?
- How is the information in the passage organized?
- How many categories are discussed in the passage?
- What is stated in the passage about each of the categories?
- Which answers go with each of the categories?
- Why are the remaining answers not correct?

FOLLOW-UP ACTIVITY (OPTIONAL)

Have students complete an activity to reinforce the information that has been presented in this skill. Use **Activity R10B** on **A** pages 33–34 or any activity that you prefer.

READING EXERCISE (Skills 9–10)

 pp. 131–133

The purpose of the exercise is to incorporate two reading skills together in one TOEFL-style exercise. After students complete the exercise, review the exercise by asking the following questions and having students answer orally.

Reading Skill 9: SELECT SUMMARY INFORMATION (question 1)


- What kind of question is this? How do you know?
- Is this question about the whole passage or about a small part of the passage?
- What is the topic of the passage?
- What are the major supporting points in the passage?

- Which answers contain the major supporting points?
- Why are the remaining answers not correct?

Reading Skill 10: COMPLETE ORGANIZATIONAL (SCHEMATIC) TABLES (question 2)

- What kind of question is this? How do you know?
- Is this question about the whole passage or about a small part of the passage?
- How is the information in the passage organized?
- How many categories are discussed in the passage?
- What is stated in the passage about each of the categories?
- Which answers go with each of the categories?
- Why are the remaining answers not correct?

READING EXERCISE (Skills 1–10)

 pp. 133–135

The purpose of the exercise is to incorporate ten reading skills together in one TOEFL-style exercise. After students complete the exercise, review the exercise by asking the following questions and having students answer orally.

Reading Skill 1: UNDERSTAND VOCABULARY FROM CONTEXT (questions 2, 5, 9, 11)

- What kind of question is this? How do you know?
- Where is the context that helps you to understand the meaning of the vocabulary word?
- Try each of the answer choices in this context. Which of the answer choices fits into this context?

Reading Skill 2: RECOGNIZE REFERENTS (question 7)

- What kind of question is this? How do you know?

- What are you supposed to look for?
- Where are you supposed to look?
- Is the pronoun singular or plural (or does it refer to a singular or plural noun)?
- What are the singular nouns in front of the pronoun (if there are any)?
- Look at the context around the pronoun. Try each of the answer choices that come before the pronoun in this context. Which of the answer choices fits into this context?

Reading Skill 3: RECOGNIZE PARAPHRASES (question 10)

- What kind of question is this? How do we know?
- Can you break this sentence down into parts?
- What is the first part? And what does it mean?
- What is the second part? And what does it mean?
- Which answer is therefore the best answer to this question?

Reading Skill 4: INSERT SENTENCES INTO THE PASSAGES (question 4)

- What kind of question is this? How do we know?
- Which paragraphs in the reading should you look at?
- What are some key ideas in the featured sentence?
- Is this sentence expressing a detail or a main idea?
- What connections can you make to other sentences in the reading passage?
- Which answer is therefore the best answer to this question?

Reading Skill 5: FIND FACTUAL INFORMATION (question 12)

- What kind of question is this? How do we know?
- Is this kind of question answered directly or indirectly in the passage?
- What is a key word or phrase in the question? Can you skim and find this key word (or related idea) in the passage?
- Which answer is therefore the best answer to this question?

Reading Skill 6: IDENTIFY NEGATIVE FACTS (question 3)

- What kind of question are we discussing in this skill?
- How many answers are true in this kind of question? And what about the other answer?
- Which words in a question tell you that a question is a negative fact question?
- How do you answer this question?
- What is a key word or phrase in the question? Can you skim and find the key word or phrase (or related idea) in the passage?
- What is the meaning of the context around the key word?
- What can be determined from this?
- Which answer is therefore the best answer to this question?

Reading Skill 7: MAKE INFERENCES FROM STATED FACTS (questions 1, 6)

- What kind of question is this? How do you know?
- Are the answers to these questions answered directly or indirectly in the passage?

- Where in the passage do you look to find the answer? What key ideas does the paragraph mention? What conclusion can be drawn from these ideas?
- Do any of the answer choices contradict information in the paragraph?
- Which answer therefore is the best answer to this question?

Reading Skill 8: INFER RHETORICAL PURPOSE QUESTIONS (question 8)

- What kind of question is this? How do you know?
- Are the answers to these questions answered directly or indirectly in the passage?
- This question asks why the author does what?
- What does the context around the highlighted word or expression mean?
- What conclusion can you draw about why the author mentions this word or expression?
- Which answer is therefore the best answer to this question?

Reading Skill 9: SELECT SUMMARY INFORMATION (question 13)

- What kind of question is this? How do you know?
- Is this question about the whole passage or about a small part of the passage?
- What is the topic of the passage?
- What are the major supporting points in the passage?
- Which answers contain the major supporting points?
- Why are the remaining answers not correct?

ASSIGNMENTS

The purpose of the assignments is to reinforce this skill and to improve general reading fluency and comprehension.

1. Assign students to complete **READING EXERCISE 10** if it was not completed in class.
2. Assign students to complete **READING EXERCISE (Skills 9–10)** if it was not completed in class.
3. Assign students to complete **READING EXERCISE (Skills 1–10)** if it was not completed in class.


READING POST-TEST


Materials



Longman Preparation Course for the TOEFL iBT® Test



TAKING THE TEST

 pp. 136–140


Have students turn to  page 136 and show them through the test:


1. Show students the directions on  page 136.
2. Show students that they should read the passage on  page 137 and then answer the questions.
3. Show students questions 1 through 20.
4. Give students 30 minutes to read the passage and complete the 20 questions that accompany it.

CORRECTING THE TEST


After students have taken the test, refer to the ANSWER KEY on the website www.pearsonelt.com/TOEFLiBT to correct the test.

DIAGNOSING THE TEST

 p. 591


After the tests are corrected, have students turn to the chart **DIAGNOSING READING ERRORS** on  page 591 to diagnose their errors. Have them go to the column under **POST-TEST** in the chart and circle the number of each of the questions that they answered incorrectly or they were unsure of. Have them note which skills they need to focus on.


COUNTING THE POINTS

 pp. 137–140


After students have diagnosed their errors, have them count their points. Questions 1 through 19 are worth 1 point each, and question 20 is worth more than 1 point. The directions for determining the points for question 20 is found in the question directions


SCORING THE TEST

 p. 592

After students have counted their points, have them score their tests. Have them look at the chart **SCORING THE READING PRE-TEST AND POST-TEST** on  page 592 to determine their **READING SCALED SCORE**.

RECORDING THE RESULTS

 p. 594

After students have determined their reading scaled score, they should record their results on the **READING TEST RESULTS** chart on  page 594.

SECTION TWO _____

LISTENING

LISTENING DIAGNOSTIC PRE-TEST

Materials

Longman Preparation Course for the TOEFL iBT® Test



iBT, 3E



iBT, 3E mp3

TAKING THE TEST

mp3 L_DIR_A; mp3 001-003; pp. 142–144

Have students turn to page 142 and show them through the test:

1. Show students the directions on page 142 (mp3 L_DIR_A).
2. Show students that they will listen to a passage as they look at page 143 (mp3 001).
3. Show students they will then answer questions 1 through 5 on page 143 (mp3 002).
4. Show students that they will listen to another passage as they look at page 144 (mp3 003).
5. Show students they will then answer questions 6 through 11 on page 143 (mp3 004).
6. Give students approximately 20 minutes to listen to the two passages and answer the 11 questions that accompany them.
7. Begin the audio on mp3 001.

CORRECTING THE TEST


After students have taken the test, refer to the ANSWER KEY on the website www.pearsonelt.com/TOEFLiBT to correct the test.

DIAGNOSING THE TEST

p. 595


After the tests are corrected, have students turn to the chart **DIAGNOSING LISTENING ERRORS** on p. 595 to diagnose their errors. Have them go to the column under **PRE-TEST** in the chart and circle the number of each of the questions that they answered incorrectly or they were unsure of. Have them note which skills they need to focus on.


COUNTING THE POINTS

 pp. 142–144


After students have diagnosed their errors, have them count their points. All of the questions are worth 1 point each.


SCORING THE TEST

 p. 596


After students have counted their points, have them score their tests. Have them look at the chart **SCORING THE LISTENING PRE-TEST AND POST-TEST** on  page 596 to determine their **LISTENING SCALED SCORE**.


RECORDING THE RESULTS

 p. 598

After students have determined their listening scaled score, they should record their results on the **LISTENING TEST RESULTS** chart on  page 598.

ASSIGNMENT AFTER THE TEST

 pp. 145–146

The purpose of the assignment is to introduce students to the Listening section of the TOEFL iBT® test. Assign students to read the **LISTENING OVERVIEW** on  pages 145–146 before the next class.

LISTENING OVERVIEW

Materials


Longman Preparation Course for the TOEFL iBT® Test




WARM-UP ACTIVITY (OPTIONAL)

Start the lesson with an activity to introduce the information in this section. You can ask students to discuss strategies they already use as they listen in an academic environment. Also ask students to discuss any issues they have encountered while trying to listen in an academic environment.


INTRODUCTION


 p. 145

The purpose of this section ( page 145) is to provide an overview of the Listening section of the TOEFL iBT® test. Go over the material or have students read it on their own, ask the following questions to the class as a whole and have students answer orally.

- **What is the second section on the TOEFL iBT® test?** (*Listening*)
- **How many listening passages does this section of the test have?** (*six*)
- **How many questions follow each passage?** (*5–6*)
- **How much time will you have to complete the Listening section?** (*60–90 minutes*)
- **Where do the conversations and lectures you will hear take place?** (*in an academic environment*)
- **How many parts are in the Listening section?** (*usually two, sometimes three*)
- **What is in each part?** (*one conversation and two lectures*)
- **What areas do the questions cover?** (*main ideas and details, purpose, the function of what the speaker said or the speaker's stance, the organization of ideas, and inferences based on the passage*)

STRATEGIES FOR LISTENING

 pp. 145–146



The purpose of this section ( pages 145–146) is to introduce strategies that will help students on the Listening section of the TOEFL iBT® test. Go over the material or have students read it on their own, ask the following questions to the class as a whole and have students answer orally.

- **Have you ever used any of these strategies?**
- **Which of these strategies do you think will be most helpful as you study for and take the TOEFL iBT® test?**
- **Which of these strategies do you think you will need to spend extra time mastering?**

FOLLOW-UP

Remind students to refer to the information presented in this Overview section as they prepare for the TOEFL iBT® test. Doing so will help them study efficiently and focus their efforts.


BASIC COMPREHENSION


Go over the introductory material on  page 147 or have students read it on their own. Remind students to refer back to the note-taking section on  page 147 to help them take notes as they listen. Answer any questions they may have.


Listening Skill 1: UNDERSTAND THE GIST

Materials


Longman Preparation Course for the TOEFL iBT® Test

 iBT, 3E



 iBT, 3E mp3


 iBT Classroom Activities

WARM-UP ACTIVITY (OPTIONAL)

Start the lesson with an activity to introduce the information in this skill. You can use **Activity L1A** on  pages 37–38 or any activity that you prefer.

SKILL INTRODUCTION

 mp3 005–008;  pp. 147–151





The purpose of the skill introduction on  pages 147–151 is to introduce the important information in this skill. Go over the introductory material or have students read it on their own, ask the following questions to the class as a whole, and have students answer orally.

- **What kind of question are we discussing in this skill?** (*gist*)
- **What does “gist” mean?** (*topic, main idea, or overall purpose*)
- **Is a gist question about one part of the passage or the whole passage?** (*the whole passage*)
- **So how do you answer this kind of question?** (*pay attention to the beginning of the passage and the main points, not to the details*)
- **Which words in a question tell you that a question is a gist question?** (*“subject,” “topic,” “main idea,” “purpose,” “why”*)

Draw students' attention to the tip boxes throughout the introductory text and example, and answer any questions students may have.



Example 1

Question 1

1. Play the audio on  mp3 005. Have students listen and look at **Example 1** on  page 147 and **question 1** on  page 148 (as you perhaps project them).
2. Play the audio on  mp3 006 and have students listen.
3. Ask the following questions to the class as a whole and have students answer orally.

- **How do you know this is a gist question?** *(the question includes the word "Why")*
- **What is this gist question asking about?** *(the overall purpose)*
- **Where is the answer to this question found?** *(at the beginning of the passage)*
- **What is the meaning of the underlined context at the beginning of the passage?** *(I need to take a comprehensive exam, and I don't know what that is)*
- **Which answer is therefore the best answer to this question?** *(the third answer)*

Question 2





1. Play the audio on  mp3 006. Have students listen to the audio and look at **question 2** on  page 148 (as you perhaps project them).
2. Ask the following questions to the class as a whole and have students answer orally.

- **How do you know this is a gist question?** *(the question includes the words "What... topic")*
- **What is this gist question asking about?** *(the subject or topic)*
- **Where is the answer to this question found?** *(near the end of the passage)*
- **What is the meaning of the underlined context at the end of the passage?** *(only some majors require comprehensive exams, and yours is one of them)*

- **Which answer is therefore the best answer to this question?** *(the fourth answer)*



Example 2

Question 1

1. Play the audio on  mp3 007. Have students listen and look at **Example 1** on  page 149 and **question 1** on  page 150 (as you perhaps project them).
2. Play the audio on  mp3 008 and have students listen.
3. Ask the following questions to the class as a whole and have students answer orally.

- **How do you know this is a gist question?** *(the question includes the words “What... mainly discussing”)*
- **What is this gist question asking about?** *(the main ideas)*
- **Where is the answer to this question found?** *(at the beginning of the passage)*
- **What is the meaning of the underlined context at the beginning of the passage?** *(I will talk about post-war USA in the 1940s and 1950s, when the Beat Generation appeared)*
- **Which answer is therefore the best answer to this question?** *(the third answer)*



Question 2

1. Play the audio on  mp3 008. Have students listen to the audio and look at **question 2** on  page 150 (as you perhaps project them).
2. Ask the following questions to the class as a whole and have students answer orally.









- **How do you know this is a gist question?** *(the question includes the words “Why ...topic”)*
- **What is this gist question asking about?** *(the overall purpose)*
- **Where is the answer to this question found?** *(at the beginning of the passage)*
- **What is the meaning of the underlined context at the beginning of the passage?** *(to understand this new type of literature, you need to know about the historical context)*

- Which answer is therefore the best answer to this question? (*the first answer*)

LISTENING EXERCISE 1

 mp3 009–016;  pp. 152–153

The purpose of the exercise is to have students use the information learned in this skill in TOEFL-style questions.

1. Play the audio on  mp3 009 and have students listen to **Passage One**.
2. Play the audio on  mp3 010. Have students listen to the questions and choose the best answers.
3. Repeat the process for **Passage Two** ( mp3 011 and  mp3 012), **Passage Three** ( mp3 013 and  mp3 014), and **Passage Four** ( mp3 015 and  mp3 016).

After students complete the exercise, review the skill by asking the following questions and having students answer orally. (You may want to replay each passage as you review it.)

- What kind of question is this? How do you know?
- What is this gist question asking about?
- Where is the answer to this question found?
- What is said in the passage?
- Which answer is therefore the best answer to this question?

FOLLOW-UP ACTIVITY (OPTIONAL)

Have students complete an activity to reinforce the information that has been presented in this skill. Use **Activity L1B** on **A** pages 39–40 or any activity that you prefer.

ASSIGNMENTS

The purpose of the assignments is to reinforce this skill and to improve general listening comprehension.

1. Assign students to complete **LISTENING EXERCISE 1** if it was not completed in class.

2. Assign students to listen to part of a newscast, radio program, or television in English and record it in their Language Log. For example:

DATE	SECTION	ASSIGNMENT	COMPLETION
11/22	Listening	To listen to part of a newscast, radio program, or television program	I listened to a radio program about a new theater opening in our town. It will perform children's theater with a focus on Shakespeare.

Listening Skill 2: UNDERSTAND THE DETAILS

Materials

Longman Preparation Course for the TOEFL iBT® Test



iBT, 3E



iBT, 3E mp3



iBT Classroom Activities

WARM-UP ACTIVITY (OPTIONAL)

Start the lesson with an activity to introduce the information in this skill. You can use **Activity L2A** on **A** pages 41–43 or any activity that you prefer.

SKILL INTRODUCTION

mp3 017–020; pp. 154–158





The purpose of the skill introduction on pages 154–158 is to introduce the important information in this skill. Go over the introductory material or have students read it on their own, ask the following questions to the class as a whole, and have students answer orally.

- **What kind of question are we discussing in this skill?** *(details)*
- **Are these questions answered directly or indirectly in the passage?** *(directly)*
- **Which words in a question tell you that a question is about a detail from the passage?** *(“stated,” “indicated,” “according to,” “say,” “suggest,” “how/when/where”)*
- **Is this kind of question about a small part of the passage or the whole passage?** *(a small part of the passage)*
- **Does the correct answer usually have the same words as the passage?** *(no, the correct answer is usually a restatement of the words in the passage)*
- **Detail questions in listening are generally answered in order in the passage. What does this mean?** *(the first questions are answered at the beginning of the passage, and the last questions are answered at the end of the passage)*

Draw students' attention to shaded the tip boxes throughout the introductory text and example, and answer any questions students may have.



Example 1

Question 1

1. Play the audio on  mp3 017. Have students listen and look at **Example 1** on  page 154 and **question 1** on  page 155 (as you perhaps project them).
2. Play the audio on  mp3 018 and have students listen.
3. Ask the following questions to the class as a whole and have students answer orally.

- **How do you know this is a detail question?** *(the question includes the words "according to")*
- **What is a key idea in the question?** *(Giotto spacecraft mission)*
- **Can you find this key idea in the passage?** *(yes, at the beginning)* **What is the meaning of the underlined context at the beginning of the passage?** *(the spacecraft flew by Halley's Comet and provided information about its composition)*
- **Which answer is a restatement of this idea?** *(the second answer)*

Question 2





1. Play the audio on  mp3 018. Have students listen to the audio and look at **question 2** on  page 155 (as you perhaps project them).
2. Ask the following questions to the class as a whole and have students answer orally.

- **How do you know this is a detail question?** *(the question includes the words "What does the professor say about")*
- **How many answers are correct in this question?** *(two)*
- **What is a key idea in the question?** *(the Earth's water coming from comets)*
- **Can you find this key idea in the passage?** *(yes, in the middle)* **What is the meaning of the underlined context at the beginning of the passage?** *(a lot of water was discovered in the comet, thus scientists thought that perhaps the Earth's water came from collisions with comets, but the idea was disproven)*

- **Which answers restate these ideas?** *(the first and fourth answers)*



Example 2

Question 1

1. Play the audio on  mp3 019. Have students listen and look at **Example 1** on  page 156 and **question 1** on  page 157 (as you perhaps project them).
2. Play the audio on  mp3 020 and have students listen.
3. Ask the following questions to the class as a whole and have students answer orally.

- **How do you know this is a detail question?** *(the question includes the words “What reasons”)*
- **How many answers are correct in this question?** *(two)*
- **What is a key idea in the question?** *(not attending the internship fair)*
- **Can you find this key idea in the passage?** *(yes, at the beginning)* **What is the meaning of the underlined context at the beginning of the passage?** *(the student is going to a basketball game and already has a summer job)*
- **Which answers restate these ideas?** *(the second and fourth answers)*



Question 2

1. Play the audio on  mp3 020. Have students listen to the audio and look at **question 2** on  page 157 (as you perhaps project them).
2. Ask the following questions to the class as a whole and have students answer orally.









- **How do you know this is a detail question?** *(the question includes the words “Why does the”)*
- **What is a key idea in the question?** *(why the student should attend the fair)*
- **Can you find this key idea in the passage?** *(yes, toward the end)* **What is the meaning of the underlined context at the beginning of the passage?** *(the summer job the student has planned isn’t the best; an internship would be better)*

- Which answer is a restatement of this idea? (the third answer)

LISTENING EXERCISE 2

 mp3 021–028;  pp. 158–162

The purpose of the exercise is to have students use the information learned in this skill in TOEFL-style questions.

1. Play the audio on  mp3 021 and have students listen to **Passage One**.
2. Play the audio on  mp3 022. Have students listen to the questions and choose the best answers.
3. Repeat the process for **Passage Two** ( mp3 023 and  mp3 024), **Passage Three** ( mp3 025 and  mp3 026), and **Passage Four** ( mp3 027 and  mp3 028).



After students complete the exercise, review the skill by asking the following questions and having students answer orally. (You may want to replay each passage as you review it.)

- What kind of question is this?
- How do you know that this is a detail question?
- What is a key idea in the question?
- Can you find this key idea in the passage?
- What is said in the passage?
- Which answer is a restatement of this idea?

FOLLOW-UP ACTIVITY (OPTIONAL)

Have students complete an activity to reinforce the information that has been presented in this skill. Use **Activity L2B** on **A** pages 44–45 or any activity that you prefer.

LISTENING EXERCISE (Skills 1–2)

 mp3 029–030;  p. 163

The purpose of the exercise is to incorporate two listening skills together in one TOEFL-style exercise.

1. Play the audio on  mp3 029 and have students listen to the passage.

2. Play the audio on mp3 030. Have students listen to the questions and choose the best answers.

After students complete the exercise, review the exercise by asking the following questions and having students answer orally. (You may want to replay each passage as you review it.)

Listening Skill 1: UNDERSTAND THE GIST (questions 1, 2, 3)

- What kind of question is this? How do you know?
- What is this gist question asking about?
- Where is the answer to this question found?
- What is said in the passage?
- Which answer is therefore the best answer to this question?

Listening Skill 2: UNDERSTAND THE DETAILS (questions 4, 5, 6, 7)

- What kind of question is this?
- How do you know that this is a detail question?
- What is a key idea in the question?
- Can you find this key idea in the passage?
- What is said in the passage?
- Which answer is a restatement of this idea?


ASSIGNMENTS

The purpose of the assignments is to reinforce this skill and previous skills.

1. Assign students to complete **LISTENING EXERCISE 2** if it was not completed in class.
2. Assign students to complete **LISTENING EXERCISE (Skills 1–2)** if it was not completed in class.
3. Assign students to listen to part of a newscast, radio program, or television in English and record it in their Language Log. For example:

DATE	SECTION	ASSIGNMENT	COMPLETION
11/22	Listening	To listen to part of a newscast, radio program, or television program	I listened to a radio program about a new theater opening in our town. It will perform children's theater with a focus on Shakespeare.


PRAGMATIC UNDERSTANDING


Go over the introductory material on  page 164 or have students read it on their own. Answer any questions students may have.


Listening Skill 3: UNDERSTAND THE FUNCTION

Materials


Longman Preparation Course for the TOEFL iBT® Test

 iBT, 3E



 iBT, 3E mp3


 iBT Classroom Activities

WARM-UP ACTIVITY (OPTIONAL)

Start the lesson with an activity to introduce the information in this skill. You can use **Activity L3A** on  pages 46–47 or any activity that you prefer.

SKILL INTRODUCTION

 mp3 031–034;  pp. 164–169





The purpose of the skill introduction on  pages 164–169 is to introduce the important information in this skill. Go over the introductory material or have students read it on their own, ask the following questions to the class as a whole, and have students answer orally.

- **What kind of question are we discussing in this skill?** (*function*)
- **What does a function question ask you about?** (*why the speaker says something*)
- **Is this kind of question answered directly or indirectly?** (*indirectly; you must draw a conclusion about why the speaker says something*)
- **Is a function question about one part of the passage or the whole passage?** (*part*) **Which part of the passage?** (*the part that is replayed*)
- **Which words in a question tell you that a question is a function question?** (*“Listen again,” “Why,” “What...mean,” “What...imply”*)

Draw students' attention to the shaded tip boxes throughout the introductory text and example, and answer any questions students may have.



Example 1

Question 1

1. Play the audio on  mp3 031. Have students listen and look at **Example 1** on  page 164 and **question 1** on  page 165 (as you perhaps project them).
2. Play the audio on  mp3 032 and have students listen.
3. Ask the following questions to the class as a whole and have students answer orally.

- **How do you know that this is a function question?** *(the question includes the phrases "Listen again" and "What does the professor mean")*
- **What do you listen to so that you can answer this question?** *(the part that is replayed)*
- **Will the speaker tell you the answer directly?** *(no, you must listen and draw a conclusion)*
- **Look at the underlined part of the passage. What is the student saying?** *(that she would like to ask a question)*
- **What does the professor actually say?** *("OK, if it's a short question.")*
- **Why do you think the professor says this?** *(He has enough time for only a short question.)*
- **Which answer expresses this idea?** *(the fourth answer)*

Question 2





1. Play the audio on  mp3 032. Have students listen to the audio and look at **question 2** on  page 166 (as you perhaps project them).
2. Ask the following questions to the class as a whole and have students answer orally.

- **How do you know that this is a function question?** *(the question includes the phrases "Listen again" and "Why does the student say")*
- **What do you listen to so that you can answer this question?** *(the part that is replayed)*
- **Will the speaker tell you the answer directly?** *(no, you must listen and draw a conclusion)*

- **Look at the highlighted part of the passage. What does the professor mean?** *(it is not necessary to write the answers, but students must know the answers)*
- **What does the student actually say?** *(“You mean we don’t need to turn in our answers?”)*
- **Why do you think the student says this?** *(to make sure she understood what the professor said)*
- **Which answer expresses this idea?** *(the third answer)*



Example 2

Question 1

1. Play the audio on  mp3 033. Have students listen and look at **Example 1** on  page 167 and **question 1** on  page 168 (as you perhaps project them).
2. Play the audio on  mp3 034 and have students listen.
3. Ask the following questions to the class as a whole and have students answer orally.



- **How do you know that this is a function question?** *(the question includes the phrases “Listen again” and “Why does the professor say this”)*
- **What do you listen to so that you can answer this question?** *(the part that is replayed)*
- **Will the speaker tell you the answer directly?** *(no, you must listen and draw a conclusion)*
- **Look at the underlined part of the passage. What is the professor saying?** *(he is mentioning important innovations in human history)*
- **What does the professor actually say?** *(“Now, you may say, ‘What about Watson and Crick’s DNA helix, or the invention of the Internet, or computers themselves, or what about nanotechnology?’”)*
- **Why do you think the professor says this?** *(he introduces ideas that are different from the ideas he is focusing on)*
- **Which answer expresses this idea?** *(the first answer)*

Question 2









1. Play the audio on  mp3 034. Have students listen to the audio and look at **question 2** on  page 169 (as you perhaps project them).
2. Ask the following questions to the class as a whole and have students answer orally.

- **How do you know that this is a function question?** (*the question includes the phrases “Listen again” and “What does the professor mean”*)
- **What do you listen to so that you can answer this question?** (*the part that is replayed*)
- **Will the speaker tell you the answer directly?** (*no, you must listen and draw a conclusion*)
- **Look at the underlined part of the passage. What is the professor saying?** (*he is not making ideas out to be more important than they are*)
- **What does the professor actually say?** (*“...I don’t think I’m making something out of nothing.”*)
- **Why do you think the professor says this?** (*he wants to let students know he is not exaggerating*)
- **Which answer expresses this idea?** (*the fourth answer*)

LISTENING EXERCISE 3

 mp3 035–042;  pp. 170–174

The purpose of the exercise is to have students use the information learned in this skill in TOEFL-style questions.

1. Play the audio on  mp3 035 and have students listen to **Passage One**.
2. Play the audio on  mp3 036. Have students listen to the questions and choose the best answers.
3. Repeat the process for **Passage Two** ( mp3 037 and  mp3 038), **Passage Three** ( mp3 039 and  mp3 040), and **Passage Four** ( mp3 040 and  mp3 042).

After students complete the exercise, review the skill by asking the following questions and having students answer orally. (You may want to replay each passage as you review it.)

- **What kind of question is this? How do you know?**
- **What is this function question asking?**

- Will the speaker tell you the answer directly?
- Listen again to the part that is replayed. What does the speaker actually say?
- Why do you think the speaker says this?
- Which answer expresses this idea?

FOLLOW-UP ACTIVITY (OPTIONAL)

Have students complete an activity to reinforce the information that has been presented in this skill. Use **Activity L3B** on **A** pages 48–49 or any activity that you prefer.

ASSIGNMENTS

The purpose of the assignments is to reinforce this skill and to improve general listening comprehension.

1. Assign students to complete **LISTENING EXERCISE 3** if it was not completed in class.
2. Assign students to listen to part of a newscast, radio program, or television in English and record it in their Language Log. For example:

DATE	SECTION	ASSIGNMENT	COMPLETION
11/22	Listening	To listen to part of a newscast, radio program, or television program	I listened to a radio program about a new theater opening in our town. It will perform children's theater with a focus on Shakespeare.

Listening Skill 4: UNDERSTAND THE SPEAKER'S STANCE

Materials

Longman Preparation Course for the TOEFL iBT® Test



iBT, 3E



iBT, 3E mp3




iBT Classroom Activities


WARM-UP ACTIVITY (OPTIONAL)

Start the lesson with an activity to introduce the information in this skill. You can use **Activity L4A** on **A** pages 50–51 or any activity that you prefer.

SKILL INTRODUCTION



mp3 043–046;  pp. 175–180




The purpose of the skill introduction on  pages 175–180 is to introduce the important information in this skill. Go over the introductory material or have students read it on their own, ask the following questions to the class as a whole, and have students answer orally.


- **What kind of question are we discussing in this skill?** (*stance*)
- **What does a stance question ask you about?** (*how the speaker feels*)
- **Is this kind of question answered directly or indirectly?** (*indirectly; you must draw a conclusion about how the speaker feels*)
- **Which words in a question tell you that a question is a function question?** (*“Listen again,” “inferred,” “mean,” “attitude,” “opinion,” “point of view,” “believe,” “feel”*)

Draw students’ attention to the shaded tip box in the introductory text, and answer any questions students may have.

Example 1



Question 1

1. Play the audio on  mp3 043. Have students listen and look at **Example 1** on  page 175 and **question 1** on  page 176 (as you perhaps project them).

2. Play the audio on  mp3 044 and have students listen.
3. Ask the following questions to the class as a whole and have students answer orally.

- **How do you know that this is a stance question?** *(the question includes the phrase “Listen again” and the word “feel”)*
- **What do you listen to so that you can answer this question?** *(the part that is replayed)*
- **Will the speaker tell you the answer directly?** *(no, you must listen and draw a conclusion)*
- **Look at the underlined part of the passage. What is the advisor saying?** *(she is suggesting the student might like to join the chess club; the advisor liked the chess club when she was a student)*
- **What does the advisor actually say?** *(“well then, you might think about joining the chess club. I belonged to it when I was a graduate student a few years ago, and I think you might really like it, too”)*
- **Why do you think the advisor says this?** *(she feels that the chess club is a good experience for a student to have)*
- **Which answer expresses this idea?** *(the second answer)*

Question 2





1. Play the audio on  mp3 044. Have students listen to the audio and look at **question 2** on  page 177 (as you perhaps project them).
2. Ask the following questions to the class as a whole and have students answer orally.

- **How do you know that this is a stance question?** *(the question includes the phrase “Listen again” and the word “feels”)*
- **What do you listen to so that you can answer this question?** *(the part that is replayed)*
- **Will the speaker tell you the answer directly?** *(no, you must listen and draw a conclusion)*
- **Look at the excerpt from the passage. What is the student saying?** *(he does not feel his level of chess is the best)*

- **What does the advisor actually say?** (*"the meetings once a week sound cool, but...uh...my chess playing just...uh...might not be quite up to the level of tournament play"*)
- **Why do you think the student says this?** (*he does not think he's ready to play in a tournament*)
- **Which answer expresses this idea?** (*the third answer*)



Example 2

Question 1

1. Play the audio on  mp3 045. Have students listen and look at **Example 1** on  page 178 and **question 1** on  page 179 (as you perhaps project them).
2. Play the audio on  mp3 046 and have students listen.
3. Ask the following questions to the class as a whole and have students answer orally.



- **How do you know that this is a stance question?** (*the question includes the phrase "Listen again" and the word "attitude"*)
- **What do you listen to so that you can answer this question?** (*the part that is replayed*)
- **Will the speaker tell you the answer directly?** (*no, you must listen and draw a conclusion*)
- **Look at the underlined part of the passage. What is the professor saying?** (*he is saying that Muir's theory gradually took hold*)
- **What does the professor actually say?** (*"...bit by bit evidence began to mount in favor of Muir's theory that glacial action was responsible for the canyon's distinctive shape. But it wasn't until the twentieth century that all of the missing pieces of the puzzle were in place, and Whitney should have conceded at that point"*)
- **Why do you think the professor says this?** (*after some time, the theory was accepted*)
- **Which answer expresses this idea?** (*the second answer*)

Question 2









1. Play the audio on  mp3 046. Have students listen to the audio and look at **question 2** on  page 180 (as you perhaps project them).
2. Ask the following questions to the class as a whole and have students answer orally.

- **How do you know that this is a stance question?** (*the question includes the phrase “seem to believe”*)
- **Will the speaker tell you the answer directly?** (*no, you must listen and draw a conclusion*)
- **Think back to the passage. What did the professor think about John Muir?** (*he thought Muir was an expert who had gained his knowledge through firsthand experience*)
- **What does the professor actually say?** (*“...the real expert...had spent years...climbing around the valley itself”*)
- **Why do you think the professor says this?** (*he feels Muir gained his understanding by spending a long time in Yosemite*)
- **Which answer expresses this idea?** (*the fourth answer*)

LISTENING EXERCISE 4

 mp3 047–054;  pp. 181–182

The purpose of the exercise is to have students use the information learned in this skill in TOEFL-style questions.

1. Play the audio on  mp3 047 and have students listen to **Passage One**.
2. Play the audio on  mp3 048. Have students listen to the questions and choose the best answers.
3. Repeat the process for **Passage Two** ( mp3 049 and  mp3 050), **Passage Three** ( mp3 051 and  mp3 052), and **Passage Four** ( mp3 053 and  mp3 054).

After students complete the exercise, review the skill by asking the following questions and having students answer orally. (You may want to replay each passage as you review it.)



- **What kind of question is this? How do you know?**
- **What is this stance question asking?**
- **Will the speaker tell you the answer directly?**

- **Listen again to the part that is replayed. What does the speaker actually say?**
- **How do you think the speaker feels?**
- **Which answer expresses this idea?**



FOLLOW-UP ACTIVITY (OPTIONAL)

Have students complete an activity to reinforce the information that has been presented in this skill. Use **Activity L4B** on **A** pages 52–53 or any activity that you prefer.

LISTENING EXERCISE (Skills 3–4)

 mp3 055–056;  pp. 183–184

The purpose of the exercise is to incorporate two listening skills together in one TOEFL-style exercise.

1. Play the audio on  mp3 055 and have students listen to the passage.
2. Play the audio on  mp3 056. Have students listen to the questions and choose the best answers.

After students complete the exercise, review the exercise by asking the following questions and having students answer orally. (You may want to replay each passage as you review it.)



Listening Skill 3: UNDERSTAND THE FUNCTION (questions 1, 4)

- **What kind of question is this? How do you know?**
- **What is this function question asking?**
- **Will the speaker tell you the answer directly?**
- **Listen again to the part that is replayed. What does the speaker actually say?**
- **Why do you think the speaker says this?**
- **Which answer expresses this idea?**



Listening Skill 4: UNDERSTAND THE SPEAKER'S STANCE (questions 2, 3, 5, 6)

- What kind of question is this? How do you know?
- What is this stance question asking?
- Will the speaker tell you the answer directly?
- Listen again to the part that is replayed. What does the speaker actually say?
- How do you think the speaker feels?
- Which answer expresses this idea?

LISTENING REVIEW EXERCISE (Skills 1–4)

 mp3 057–058;  pp. 185–186

The purpose of the exercise is to incorporate four listening skills together in one TOEFL-style exercise.

1. Play the audio on  mp3 057 and have students listen to the passage.
2. Play the audio on  mp3 058. Have students listen to the questions and choose the best answers.

After students complete the exercise, review the exercise by asking the following questions and having students answer orally. (You may want to replay each passage as you review it.)

Listening Skill 1: UNDERSTAND THE GIST (question 1)

- What kind of question is this? How do you know?
- What is this gist question asking about?
- Where is the answer to this question found?
- What is said in the passage?
- Which answer is therefore the best answer to this question?

Listening Skill 2: UNDERSTAND THE DETAILS (questions 2, 6, 7, 8)

- What kind of question is this?
- How do you know that this is a detail question?

- What is a key idea in the question?
- Can you find this key idea in the passage?
- What is said in the passage?
- Which answer is a restatement of this idea?

Listening Skill 3: UNDERSTAND THE FUNCTION (question 4)

- What kind of question is this? How do you know?
- What is this function question asking?
- Will the speaker tell you the answer directly?
- Listen again to the part that is replayed. What does the speaker actually say?
- Why do you think the speaker says this?
- Which answer expresses this idea?

Listening Skill 4: UNDERSTAND THE SPEAKER'S STANCE (questions 3, 5)

- What kind of question is this? How do you know?
- What is this stance question asking?
- Will the speaker tell you the answer directly?
- Listen again to the part that is replayed. What does the speaker actually say?
- How do you think the speaker feels?
- Which answer expresses this idea?


ASSIGNMENTS

The purpose of the assignments is to reinforce this skill and previous skills.

1. Assign students to complete **LISTENING EXERCISE 4** if it was not completed in class.
2. Assign students to complete **LISTENING EXERCISE (Skills 3–4)** if it was not completed in class.
3. Assign students to complete **LISTENING EXERCISE (Skills 1–4)** if it was not completed in class.
4. Assign students to listen to part of a newscast, radio program, or television in English and record it in their Language Log. For example:

DATE	SECTION	ASSIGNMENT	COMPLETION
11/22	Listening	To listen to part of a newscast, radio program, or television program	I listened to a radio program about a new theater opening in our town. It will perform children's theater with a focus on Shakespeare.


CONNECTING INFORMATION


Go over the introductory material on  page 187 or have students read it on their own. Answer any questions students may have.


Listening Skill 5: UNDERSTAND THE ORGANIZATION

Materials


Longman Preparation Course for the TOEFL iBT® Test

 iBT, 3E



 iBT, 3E mp3


 iBT Classroom Activities

WARM-UP ACTIVITY (OPTIONAL)

Start the lesson with an activity to introduce the information in this skill. You can use **Activity L5A** on  pages 54–57 or any activity that you prefer.

SKILL INTRODUCTION

 mp3 059–062;  pp. 187–192

The purpose of the skill introduction on  pages 187–192 is to introduce the important information in this skill. Go over the introductory material or have students read it on their own, ask the following questions to the class as a whole, and have students answer orally.





- **What kind of question are we discussing in this skill?** (*organization*)
- **How will organization be tested?** (*in a multiple-choice question or in some kind of chart or diagram*)
- **Is an organization question about one part of the passage or the whole passage?** (*the whole passage; the question is based on an understanding of the main points and how they are organized*)
- **So how do you answer this kind of question?** (*pay attention to the beginning of the passage and the main points, not to the details*)
- **So how do you answer this kind of question?** (*pay attention to the main points and how they are organized rather than on a single point*)

- **Which words in a question tell you that a question is an organization question?** (“Why... discuss/mention,” “How...organized,” “What is explained/illustrated by the example of...,” “Click/Put a checkmark in the correct column/box...”)

Draw students’ attention to the tip box in the introductory text and answer any questions students may have.



Example 1

Question 1

1. Play the audio on  mp3 059. Have students listen and look at **Example 1** on  page 187 and **question 1** on  page 188 (as you perhaps project them).
2. Play the audio on  mp3 060 and have students listen.
3. Ask the following questions to the class as a whole and have students answer orally.

- **How do you know this is an organization question?** (*the question includes the word “organize”*)
- **What are you supposed to do in this question?** (*choose the answer that describes the organization of the passage*)
- **Look at the first paragraph in the lecture. What is being discussed in this lecture?** (*“great rivers of the world”*)
- **What are the first two rivers that are discussed?** (*the Nile and the Colorado*) **How does the professor divide these two rivers into categories?** (*old and young*) **What type of information does he discuss about these rivers?** (*their characteristics*)
- **What are the next two rivers that are discussed?** (*the Amazon and the Columbia*) **How does the professor divide these two rivers into categories?** (*older and younger*) **What type of information does he discuss about these rivers?** (*their characteristics*)
- **Which answer is therefore the best answer to this question?** (*the third answer*)

Question 2





1. Play the audio on  mp3 060. Have students listen to the audio and look at **question 2** on  page 189 (as you perhaps project them).

2. Ask the following questions to the class as a whole and have students answer orally.

- **How do you know this is an organization question?** *(the question includes the phrase “Click in the correct column”)*
- **What are you supposed to do in this question?** *(classify the rivers according to the information from the lecture)*
- **Which two rivers does the professor say are the older rivers?** *(Nile and Amazon)*
- **Which two rivers does the professor say are the younger rivers?** *(Colorado and Columbia)*



Example 2

Question 1

1. Play the audio on  mp3 061. Have students listen and look at **Example 1** on  page 190 and **question 1** on  page 191 (as you perhaps project them).
2. Play the audio on  mp3 062 and have students listen.
3. Ask the following questions to the class as a whole and have students answer orally.



- **How do you know this is an organization question?** *(the question includes the phrase “How... explain”)*
- **What are you supposed to do in this question?** *(choose the answer that tells how the professor explained this point)*
- **Look at the second answer to the question. Is this answer correct?** *(no, brilliant arguments were not mentioned)*
- **Look at the third answer to the question. Is this answer correct?** *(no, the professor does not describe each case in detail)*
- **Look at the fourth answer to the question. Is this answer correct?** *(no, the professor did not mention whether Darrow won most of his cases)*
- **Look at the first answer to the question. Is this answer correct?** *(yes, the professor provided examples of Darrow’s clients)*

Question 2









1. Play the audio on  mp3 062. Have students listen to the audio and look at **question 2** on  page 191 (as you perhaps project them).
2. Ask the following questions to the class as a whole and have students answer orally.

- **How do you know this is an organization question?** (*the question includes the phrase “Why...discuss”*)
- **What are you supposed to do in this question?** (*choose the answer that tells why the professor discussed this point*)
- **Look at the first answer to the question. Is this answer correct?** (*no, the professor says Darrow worked against an unfair system*)
- **Look at the third answer to the question. Is this answer correct?** (*no, the professor does imply that oratory skill was unusual at that time*)
- **Look at the fourth answer to the question. Is this answer correct?** (*no, the professor mentioned that Darrow tried cases against both federal and state governments*)
- **Look at the second answer to the question. Is this answer correct?** (*yes, the professor explains that Darrow’s oratory skills helped him win many cases*)

LISTENING EXERCISE 5

 mp3 063–070;  pp. 193–197

The purpose of the exercise is to have students use the information learned in this skill in TOEFL-style questions.

1. Play the audio on  mp3 063 and have students listen to **Passage One**.
2. Play the audio on  mp3 064. Have students listen to the questions and choose the best answers.
3. Repeat the process for **Passage Two** ( mp3 065 and  mp3 066), **Passage Three** ( mp3 067 and  mp3 068), and **Passage Four** ( mp3 069 and  mp3 070).

After students complete the exercise, review the skill by asking the following questions and having students answer orally. (You may want to replay each passage as you review it.)

- **What kind of question is this? How do you know?**
- **Is the first answer correct? How do you know?**

- Is the second answer correct? How do you know?
- Is the third answer correct? How do you know?
- Is the fourth answer correct? How do you know?

FOLLOW-UP ACTIVITY (OPTIONAL)

Have students complete an activity to reinforce the information that has been presented in this skill. Use **Activity L5B** on **A** page 58–60 or any activity that you prefer.

ASSIGNMENTS

The purpose of the assignments is to reinforce this skill and to improve general listening comprehension.


1. Assign students to complete **LISTENING EXERCISE 5** if it was not completed in class.
2. Assign students to listen to part of a newscast, radio program, or television in English and record it in their Language Log. For example:


DATE	SECTION	ASSIGNMENT	COMPLETION
11/22	Listening	To listen to part of a newscast, radio program, or television program	I listened to a radio program about a new theater opening in our town. It will perform children's theater with a focus on Shakespeare.


Listening Skill 6: UNDERSTAND RELATIONSHIPS: INFERENCES AND DRAWING CONCLUSIONS

Materials


Longman Preparation Course for the TOEFL iBT® Test

 iBT, 3E



 iBT, 3E mp3


 iBT Classroom Activities

WARM-UP ACTIVITY (OPTIONAL)

Start the lesson with an activity to introduce the information in this skill. You can use **Activity L6A** on  pages 62–63 or any activity that you prefer.

SKILL INTRODUCTION

 mp3 071–074;  pp. 198–202





The purpose of the skill introduction on  pages 198–202 is to introduce the important information in this skill. Go over the introductory material or have students read it on their own, ask the following questions to the class as a whole, and have students answer orally.

- **What kind of question are we discussing in this skill?**
(relationships)
- **Are answers to relationship questions based on a single piece of information or on more than one piece of information?** *(more than one)*
- **Is this kind of question answered directly or indirectly?**
(indirectly; you must draw a conclusion based on several pieces of information)
- **Which words in a question tell you that a question is a relationship question?** *(“probably,” “most likely,” “imply,” “infer”)*

Draw students’ attention to the tip box in the introductory text and answer any questions students may have.



Example 1

Question 1

1. Play the audio on  mp3 071. Have students listen and look at **Example 1** on  page 198 and **question 1** on  page 199 (as you perhaps project them).
2. Play the audio on  mp3 072 and have students listen.
3. Ask the following questions to the class as a whole and have students answer orally.

- **How do you know this is a relationship question?** (*the question includes the “imply”*)
- **What key ideas are in this question?** (*“woman... helping the man”*)
- **How many points of the passage are needed to answer the question?** (*two*)
- **What is the meaning of the first underlined sentence?** (*students needs help with schoolwork*)
- **What is the meaning of the tutor’s underlined speech?** (*she’s not sure she wants to help him because he was not serious about learning last time he asked for help*)
- **What conclusion can be drawn from these two ideas?** (*the tutor will help the student only if he is serious about learning*)
- **Which answer expresses this idea?** (*the second answer*)

Question 2





1. Play the audio on  mp3 072. Have students listen to the audio and look at **question 2** on  page 199 (as you perhaps project them).
2. Ask the following questions to the class as a whole and have students answer orally.

- **How do you know this is a relationship question?** (*the question includes the “imply”*)
- **What key ideas are in this question?** (*“woman... imply about the problem set”*)
- **What does the tutor say about the problem set?** (*“... we’ll go through the hard ones...I don’t blame you for needing help...This one took me longer than usual.”*)

- **What conclusion can be drawn from the tutor's statements?** *(she thinks this problem set is more difficult than previous ones)*
- **What is the meaning of the tutor's underlined speech?** *(she's not sure she wants to help him because he was not serious about learning last time he asked for help)*
- **Which answer expresses this idea?** *(the fourth answer)*



Example 2

Question 1

1. Play the audio on  mp3 073. Have students listen and look at **Example 1** on  page 200 and **question 1** on  page 201 (as you perhaps project them).
2. Play the audio on  mp3 074 and have students listen.
3. Ask the following questions to the class as a whole and have students answer orally.



- **How do you know this is a relationship question?** *(the question includes the "imply")*
- **What key ideas are in this question?** *("professor...next unit")*
- **How many points of the passage are needed to answer the question?** *(two)*
- **What does the professor mention about what the next unit will cover?** *(chemicals and minerals as well as findings from the Mars Rover missions)*
- **What does the professor say students should do to prepare for the next unit?** *(make sure they remember/know basic chemistry)*
- **What conclusion can be drawn from these two ideas?** *(if students do not understand basic chemistry, they will have trouble with the next unit)*
- **Which answer expresses this idea?** *(the second answer)*

Question 2









1. Play the audio on  mp3 074. Have students listen to the audio and look at **question 2** on  page 201 (as you perhaps project them).
2. Ask the following questions to the class as a whole and have students answer orally.

- **How do you know this is a relationship question?** (*the question includes the “imply”*)
- **What key ideas in this question?** (*“professor...existence of aliens”*)
- **How many points of the passage are needed to answer the question?** (*two*)
- **What does the professor mention about what people often think about aliens?** (*people think there might be life on Mars and that we can probably prove it in the near future*)
- **What does the professor say about the role of science in the discussion about aliens?** (*“the fact remains there has never been any verifiable proof of life on Mars... But... in the twenty-first century... [scientists] have been able to collect... samples directly from the surface of Mars”*)
- **What conclusion can be drawn from these two ideas?** (*science must prove or disprove popular beliefs about alien life on Mars*)
- **Which answer expresses this idea?** (*the first answer*)

LISTENING EXERCISE 6

 mp3 075–082;  pp. 203–205

The purpose of the exercise is to have students use the information learned in this skill in TOEFL-style questions.

1. Play the audio on  mp3 075 and have students listen to **Passage One**.
2. Play the audio on  mp3 076. Have students listen to the questions and choose the best answers.
3. Repeat the process for **Passage Two** ( mp3 077 and  mp3 078), **Passage Three** ( mp3 079 and  mp3 080), and **Passage Four** ( mp3 081 and  mp3 082).

After students complete the exercise, review the skill by asking the following questions and having students answer orally. (You may want to replay each passage as you review it.)



- **What kind of question is this? How do you know?**
- **Are answers to relationship questions based on a single piece of information or on more than one piece of information?**

- **Will the speaker tell you the answer directly?**
- **What key ideas are in the question?**
- **Which pieces of information from the passage are needed to answer the question?**
- **What conclusion can be drawn from these pieces of information?**
- **Which answer expresses this idea?**



FOLLOW-UP ACTIVITY (OPTIONAL)

Have students complete an activity to reinforce the information that has been presented in this skill. Use **Activity L6B** on **A** pages 64–65 or any activity that you prefer.

LISTENING EXERCISE (Skills 5–6)

 mp3 083–084;  pp. 206–207

The purpose of the exercise is to incorporate two listening skills together in one TOEFL-style exercise.

1. Play the audio on  mp3 083 and have students listen to the passage.
2. Play the audio on  mp3 084. Have students listen to the questions and choose the best answers.

After students complete the exercise, review the exercise by asking the following questions and having students answer orally. (You may want to replay each passage as you review it.)



Listening Skill 5: UNDERSTAND THE ORGANIZATION (questions 1, 3, 4, 7)

- **What kind of question is this? How do you know?**
- **Is the first answer correct? How do you know?**
- **Is the second answer correct? How do you know?**
- **Is the third answer correct? How do you know?**
- **Is the fourth answer correct? How do you know?**



Listening Skill 6: UNDERSTAND RELATIONSHIPS: INFERENCES AND DRAWING CONCLUSIONS (questions 2, 5, 6)

- **What kind of question is this? How do you know?**
- **Are answers to relationship questions based on a single piece of information or on more than one piece of information?**
- **Will the speaker tell you the answer directly?**
- **What key ideas are in the question?**
- **Which pieces of information from the passage are needed to answer the question?**
- **What conclusion can be drawn from these pieces of information?**
- **Which answer expresses this idea?**

LISTENING REVIEW EXERCISE (Skills 1–6)

 mp3 085–086;  pp. 208–209

The purpose of the exercise is to incorporate all the listening skills taught up to this point in one TOEFL-style exercise.

1. Play the audio on  mp3 085 and have students listen to the passage.
2. Play the audio on  mp3 086. Have students listen to the questions and choose the best answers.

After students complete the exercise, review the exercise by asking the following questions and having students answer orally. (You may want to replay each passage as you review it.)

Listening Skill 1: UNDERSTAND THE GIST (question 1)

- **What kind of question is this? How do you know?**
- **What is this gist question asking about?**
- **Where is the answer to this question found?**
- **What is said in the passage?**

- Which answer is therefore the best answer to this question?

Listening Skill 2: UNDERSTAND THE DETAILS (questions 2, 3, 4, 5)

- What kind of question is this?
- How do you know that this is a detail question?
- What is a key idea in the question?
- Can you find this key idea in the passage?
- What is said in the passage?
- Which answer is a restatement of this idea?

Listening Skill 3: UNDERSTAND THE FUNCTION (question 6)

- What kind of question is this? How do you know?
- What is this function question asking?
- Will the speaker tell you the answer directly?
- Listen again to the part that is replayed. What does the speaker actually say?
- Why do you think the speaker says this?
- Which answer expresses this idea?

ASSIGNMENTS

The purpose of the assignments is to reinforce this skill and previous skills.

1. Assign students to complete **LISTENING EXERCISE 6** if it was not completed in class.
2. Assign students to complete **LISTENING EXERCISE (Skills 5–6)** if it was not completed in class.
3. Assign students to complete **LISTENING EXERCISE (Skills 1–6)** if it was not completed in class.

4. Assign students to listen to part of a newscast, radio program, or television in English and record it in their Language Log. For example:

DATE	SECTION	ASSIGNMENT	COMPLETION
11/22	Listening	To listen to part of a newscast, radio program, or television program	I listened to a radio program about a new theater opening in our town. It will perform children's theater with a focus on Shakespeare.

LISTENING POST-TEST

Materials

Longman Preparation Course for the TOEFL iBT® Test



iBT, 3E



iBT, 3E mp3

TAKING THE TEST

mp3 L_DIR_A; mp3 087–090; pp. 210–213

Have students turn to page 210 and show them through the test:

1. Show students the directions on page 210 (mp3 L_DIR_A).
2. Show students that they will listen to a passage as they look at page 211 (mp3 087).
3. Show students they will then answer questions 1 through 5 on page 211 (mp3 088).
4. Show students that they will listen to another passage as they look at page 212 (mp3 089).
5. Show students they will then answer questions 6 through 11 on page 212 (mp3 090).
6. Give students approximately 20 minutes to listen to the two passages and answer the 11 questions that accompany them.
7. Begin the audio on mp3 087.

CORRECTING THE TEST


After students have taken the test, refer to the ANSWER KEY on the website www.pearsonelt.com/TOEFLiBT to correct the test.

DIAGNOSING THE TEST

p. 595


After the tests are corrected, have students turn to the chart **DIAGNOSING LISTENING ERRORS** on page 595 to diagnose their errors. Have them go to the column under **POST-TEST** in the chart and circle the number of each of the questions that they answered incorrectly or they were unsure of. Have them note which skills they need to focus on.


COUNTING THE POINTS

 pp. 210–213


After students have diagnosed their errors, have them count their points. All of the questions are worth 1 point each.

SCORING THE TEST

 p. 596

After students have counted their points, have them score their tests. Have them look at the chart **SCORING THE LISTENING PRE-TEST, POST-TEST, AND MINI-TESTS** on  page 596 to determine their **LISTENING SCALED SCORE**.

RECORDING THE RESULTS

 p. 598

After students have determined their listening scaled score, they should record their results on the **LISTENING TEST RESULTS** chart on  page 598.

SECTION THREE _____

SPEAKING

SPEAKING DIAGNOSTIC PRE-TEST

Materials

Longman Preparation Course for the TOEFL iBT® Test



iBT, 3E



iBT, 3E mp3

TAKING THE TEST

mp3 S_DIR_B; mp3 091–098; pp. 216–219

You will need an audio player to play the audio. Each student will need a personal recorder to take the test. You may want to have four recorders and test students four at a time by placing each of students in a different corner of the room with a recorder.


Have students turn to page 216 and show them through the test:


1. Show students the directions on page 216 (mp3 S_DIR_B).
2. Show students that they will answer questions 1 through 6 on pages 217–219. Have students read and complete questions 1 through 2.
3. For question 3, play the audio on mp3 091. Students should listen. Then play the audio on mp3 092 and have students listen and answer the question.
4. For question 4, have students read the passage. Then play the audio on mp3 093. Students should listen. Then play the audio on mp3 094 and have students listen and answer the question.
5. For question 5, play the audio on mp3 095. Students should listen. Then play the audio on mp3 096 and have students listen and answer the question.
6. For question 6, play the audio on mp3 097. Students should listen. Then play the audio on mp3 098 and have students listen and answer the question.

CORRECTING THE TEST


After students have taken the test, refer to the ANSWER KEY on the website www.pearsonelt.com/TOEFLiBT to correct the test.


ASSESSING SPEAKING SKILLS

 pp. 599–604

After the tests are corrected, have students turn to the chart **ASSESSING SPEAKING SKILLS** on  pages 599–604 to diagnose their errors. Have them go to the column under **PRE-TEST** in the chart and circle the number of each of the questions that they answered incorrectly or they were unsure of. Have them note which skills they need to focus on.


SCORING THE TEST

 pp. 605–606


After students have counted their points, have them score their tests. Have them look at the charts on  pages 605–606 to determine their **SPEAKING SCALED SCORE**.


RECORDING THE RESULTS

 pp. 607

After students have determined their reading scaled score, they should record their results on the **SPEAKINGTEST RESULTS** chart on  pages 607.

ASSIGNMENT AFTER THE TEST

 pp. 220–226

The purpose of the assignment is to introduce students to the Speaking section of the TOEFL iBT® test. Assign students to read the **SPEAKING OVERVIEW** on  pages 220–226 before the next class.

SPEAKING OVERVIEW

Materials

Longman Preparation Course for the TOEFL iBT® Test



iBT, 3E


WARM-UP ACTIVITY (OPTIONAL)

Start the lesson with an activity to introduce the information in this section. You can ask students to discuss strategies they already use as they speak in an academic environment. Also ask students to discuss any issues they have encountered while trying to speak in an academic environment.

INTRODUCTION





pp. 220–222

The purpose of this section ( pages 220–222) is to provide an overview of the Speaking section of the TOEFL iBT® test. Go over the material or have students read it on their own, ask the following questions to the class as a whole and have students answer orally.

- **What is the third section on the TOEFL iBT® test?**
(*Speaking*)
- **How much time will you have to complete the Speaking section?** (*approximately 20 minutes*)
- **How many questions does this section of the test have?** (*six*)
- **Is each question the same?** (*no, each question is different, and you will use different strategies for each question*)
- **What are the different types of questions?** (*two independent questions to be answered from my own experience and four integrated questions that combine reading and listening with speaking*)
- **What will the raters consider when scoring your responses?** (*fluency, language, and development*)


STRATEGIES FOR AN INDEPENDENT SPEAKING QUESTION (QUESTION 1 AND QUESTION 2)


 p. 223

The purpose of this section ( page 223) is to introduce strategies that will help students on the Speaking section of the TOEFL iBT® test. Go over the material or have students read it on their own, ask the following questions to the class as a whole and have students answer orally.

- **What is an independent speaking question?**
- **Have you ever used any of these strategies?**
- **Which of these strategies do you think will be most helpful as you study for and take the TOEFL iBT® test?**
- **Which of these strategies do you think you will need to spend extra time mastering?**


STRATEGIES FOR AN INTEGRATED SPEAKING QUESTION (QUESTION 3 AND QUESTION 4: READING, LISTENING, AND SPEAKING)


 pp. 224–225

The purpose of this section ( pages 224–225) is to introduce strategies that will help students on the Speaking section of the TOEFL iBT® test. Go over the material or have students read it on their own, ask the following questions to the class as a whole and have students answer orally.

- **What is an integrated speaking question?**
- **Which skills are integrated with speaking in this task?**
- **Have you ever used any of these strategies?**
- **Which of these strategies do you think will be most helpful as you study for and take the TOEFL iBT® test?**
- **Which of these strategies do you think you will need to spend extra time mastering?**

STRATEGIES FOR AN INTEGRATED SPEAKING QUESTION (QUESTION 5 AND QUESTION 6: LISTENING AND SPEAKING)

 pp. 225–226


The purpose of this section ( pages 225–226) is to introduce strategies that will help students on the Speaking section of the TOEFL iBT® test. Go over the material or have students read it on their own, ask the following questions to the class as a whole and have students answer orally.

- **What is an integrated speaking question?**
- **Which skills are integrated with speaking in this task?**
- **Have you ever used any of these strategies?**
- **Which of these strategies do you think will be most helpful as you study for and take the TOEFL iBT® test?**
- **Which of these strategies do you think you will need to spend extra time mastering?**


FOLLOW-UP

Remind students to refer to the information presented in this Overview section as they prepare for the TOEFL iBT® test. Doing so will help them study efficiently and focus their efforts.

SPEAKING QUESTIONS 1 AND 2: INDEPENDENT SPEAKING QUESTIONS

Go over the introductory material on  page 226 or have students read it on their own. Answer any questions students may have.


SPEAKING QUESTION 1: FREE-CHOICE RESPONSE

Go over the introductory material on  page 226 or have students read it on their own. Answer any questions students may have.

Speaking Skill 1: USE YOUR NOTES TO PLAN THE FREE-CHOICE RESPONSE TO SPEAKING QUESTION 1

Materials

Longman Preparation Course for the TOEFL iBT® Test


 iBT, 3E


A iBT® Classroom Activities

WARM-UP ACTIVITY (OPTIONAL)

Start the lesson with an activity to introduce the information in this skill. You can use **Activity S1A** on **A** page 67 or any activity that you prefer.

SKILL INTRODUCTION

 pp. 227–230


The purpose of the skill introduction on  pages 227–230 is to introduce the important information in this skill. Go over the introductory material or have students read it on their own, ask the following questions to the class as a whole, and have students answer orally.

- **This is the first of six speaking tasks on the TOEFL iBT® test. Is this task independent or integrated?** (*it is an independent task*)
- **Is an independent task based on your own ideas or on information from another source?** (*on my own ideas*)


- **The first task is an independent free-choice task. What is a free-choice task?** *(to choose an answer and support it with reasons and examples from your own life)*
- **What is the first step in the free-choice response?** *(planning the response)*

Draw students' attention to the tip box in the introductory text and answer any questions students may have.


Example Question 1A

Have students look at **Example Question 1A** on  page 227 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **What must you do if you want to plan your free-choice response well?** *(read the question carefully and understand it)*
- **Read the question. What will the topic of your response be?** *(the qualities of a good neighbor)*
- **How will you support this topic?** *(with reasons and examples)*
- **So what information do you look for in the question?** *(the topic and the kind of support for the topic)*

Have students look at the NOTES box on  page 227 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.


- **What is included in this box?** *(notes for the response)*
- **What is included in the notes?** *(answer, reason, and examples)*
- **What did the student use to write the notes?** *(symbols and abbreviations)*

Have students look at the PLAN box on  page 228 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.


- **What is included in this box?** *(a plan for the response)*
- **Where do the ideas from the plan come from?** *(the student's notes)*

- **What is included in the plan?** *(an introduction and supporting details)*


Example Question 1B

Have students look at **Example Question 1B** on  page 228 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **What must you do if you want to plan your free-choice response well?** *(read the question carefully and understand it)*
- **Read the question. What will the topic of your response be?** *(what would you NOT enjoy spending most of the day doing)*
- **Do you come up with your own answer or choose between ideas that are given to you?** *(choose between four ideas from the question)*
- **How will you support this topic?** *(with reasons and details)*
- **So what information do you look for in the question?** *(the topic and the kind of support for the topic)*

Have students look at the NOTES box on  page 228 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.


- **What is included in this box?** *(notes for the response)*
- **What is included in the notes?** *(answer, reason, and examples)*
- **What did the student use to write the notes?** *(symbols and abbreviations)*

Have students look at the PLAN box on  page 229 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **What is included in this box?** *(a plan for the response)*
- **Where do the ideas from the plan come from?** *(the student's notes)*

- **What is included in the plan?** (*an introduction and supporting details*)

SPEAKING EXERCISE 1

 pp. 230–232

The purpose of the exercise is to have students use the information learned in this skill in TOEFL-style questions. You can have students complete this exercise in groups to improve general spoken fluency.

1. Put students in groups of 3–4.
2. Have groups read each question and determine the main points (answer, reason, examples) of a response.

After groups complete the exercise, review it with the class as a whole by asking the following questions about each plan and having students answer orally.

- **Your introduction should come from the topic. What is your introductory idea?**
- **What is your reason?**
- **The question tells you the kind of support you need. How many supporting ideas are you going to use? What are your supporting ideas?**
- **Did you use symbols and abbreviated words to help you plan more quickly?**

FOLLOW-UP ACTIVITY (OPTIONAL)

Have students complete an activity to reinforce the information that has been presented in this skill. Use **Activity S1B** on **A** page 68 or any activity that you prefer.

ASSIGNMENTS

The purpose of the assignments is to reinforce this skill and to improve general spoken fluency.

1. Assign students to complete **SPEAKING EXERCISE 1** if it was not completed in class.

2. Give students a question, for example, *What is an interesting story in the news, and what do you think about it?* Assign students to practice responses to this question and record the assignment in their Language Log. For example:

DATE	SECTION	ASSIGNMENT	COMPLETION
11/23	Speaking	To practice a response to a question	I watched a news story about some new housing in my city. It seems like there may be some problems, but the apartments will be nice. I practiced discussing my opinion about this story.

Speaking Skill 2: USE YOUR PLAN TO MAKE THE FREE-CHOICE RESPONSE TO SPEAKING QUESTION 1

Materials

Longman Preparation Course for the TOEFL iBT® Test



iBT, 3E

A iBT® Classroom Activities

WARM-UP ACTIVITY (OPTIONAL)

Start the lesson with an activity to introduce the information in this skill. You can use **Activity S2A** on **A** page 69 or any activity that you prefer.

SKILL INTRODUCTION



mp3 099–100; pp. 232–236

The purpose of the skill introduction on pages 232–236 is to introduce the important information in this skill. Go over the introductory material or have students read it on their own, ask the following questions to the class as a whole, and have students answer orally.

- **We're working on the first of six speaking tasks on the TOEFL iBT® test. Is this task independent or integrated?** *(it is an independent task)*
- **What does this mean?** *(that the answer is based on my own ideas)*
- **Is this a free-choice task or a paired-choice task?** *(free choice)*
- **What does this mean?** *(that I have to choose one idea of my own and support it with reasons and examples from your own life)*
- **What three things should be included in the plan for a free-choice response?** *(an introduction, reasons, and examples from my own experience)*



Draw students' attention to the chart of useful language and transitional phrases in the introductory text and answer any questions students may have. Do the same with the chart about making responses easier to understand.

Example Question 1A

Have students look at **Example Question 1A** on  page 233 (as you perhaps project it). Remind students of Example Question 1A from Speaking Skill 1. Then begin the audio on  mp3 099 and have students listen. Ask the following questions to the class as a whole and have students answer orally.

- **What is in the shaded box?** *(the same plan from the first example question in the previous skill)*
- **What is included in the box below that?** *(a response that follows the plan)*
- **Look at the response. Which sentence has the introductory idea?** *(the first sentence)*
- **Which sentence has the reason?** *(the third sentence)*
- **Where are the supporting ideas?** *(following the reason)*
- **Does the response need a conclusion?** *(it is not necessary for a good score; it is better to spend time on a good example or explanation)* **Does this response have a conclusion?** *(no)*


Example Question 1B

Have students look at **Example Question 1B** on  page 234 (as you perhaps project it). Remind students of Example Question 1B from Speaking Skill 1. Then begin the audio on  mp3 100 and have students listen. Ask the following questions to the class as a whole and have students answer orally.

- **What is in the shaded box?** *(the same plan from second example question in the previous skill)*
- **What is included in the box below that?** *(a response that follows the plan)*
- **Look at the response. Which sentence has the introductory idea?** *(the first sentence)*
- **Which sentence has the reason?** *(the second sentence)*
- **Where are the supporting ideas?** *(following the reason)*
- **Does the response need a conclusion?** *(it is not necessary for a good score; it is better to spend time on a*

good example or explanation) **Does this response have a conclusion? (yes)**

SPEAKING EXERCISE 2

 p. 236

The purpose of the exercise is to have students use the information learned in this skill in TOEFL-style questions. You can have students complete this exercise in groups to improve general spoken fluency.

1. Put students in groups of 3–4.
2. Have groups look at the notes they took in **SPEAKING EXERCISE 1**.
3. Ask groups to discuss the transitional phrases and other useful language they can use in their responses.
4. Have groups practice responses for each of the questions.

After groups complete the exercise, review it with the class as a whole.

1. Select groups to present responses in front of the class.
2. Ask the remaining students to take notes on the introduction, the reason, the supporting points, the conclusion (if one is present), and the transitions and any other useful language in the response.
3. Ask the following questions to the class after each presentation and have students answer orally.

- **Did you hear the introduction in the response?**
- **Did you hear the reason in the response?**
- **Did you hear supporting details in the response?**
- **Did you hear a conclusion in the response?**
- **Which transitions did you hear?**

FOLLOW-UP ACTIVITY (OPTIONAL)

Have students complete an activity to reinforce the information that has been presented in this skill. Use **Activity S2B** on **A** pages 70–71 or any activity that you prefer.

SPEAKING REVIEW EXERCISE (Skills 1–2)



p. 236

The purpose of the exercise is to incorporate all of the speaking skills taught up to this point in one TOEFL-style exercise. You can have students complete this exercise in groups to improve general spoken fluency.

1. Put students in groups of 4–5.
2. Assign each student in the group a different question from the exercise.
3. Have students read their individual questions and create notes that include an introduction, reason, supporting points, and transitions. They may also include a conclusion, if desired.
4. Have each student answer the assigned question in front of the group.
5. Ask groups to provide feedback on the response (on the introduction, reason, supporting details, and transitions).

After groups complete the exercise, review it with the class as a whole.

1. Select individuals to present responses in front of the class.
2. Ask the remaining students to take notes on the introduction, the reason, the supporting points, and the conclusion (if one is present), and the transitions and any other useful language in the response.
3. Ask the following questions to the class after each presentation and have students answer orally.

- **Did you hear the introduction in the response?**
- **Did you hear the reason in the response?**
- **Did you hear supporting details in the response?**
- **Did you hear a conclusion in the response?**
- **Which transitions did you hear?**


ASSIGNMENTS

The purpose of the assignments is to reinforce this skill and to improve general spoken fluency.

1. Assign students to complete **SPEAKING EXERCISE 2** if it was not completed in class.
2. Assign students to complete **SPEAKING REVIEW EXERCISE 1–2** if it was not completed in class.
3. Give students a question, for example, *What is an interesting story in the news, and what do you think about it?* Assign students to practice responses to this question and record the assignment in their Language Log. For example:

DATE	SECTION	ASSIGNMENT	COMPLETION
11/23	Speaking	To practice a response to a question	I watched a news story about some new housing in my city. It seems like there may be some problems, but the apartments will be nice. I practice discussing my opinion about this story.


SPEAKING QUESTION 2: THE PAIRED-CHOICE RESPONSE

Go over the introductory material on  page 237 or have students read it on their own. Answer any questions students may have.

Speaking Skill 3: USE YOUR NOTES TO PLAN THE PAIRED-CHOICE RESPONSE TO SPEAKING QUESTION 2

Materials

Longman Preparation Course for the TOEFL iBT® Test


 iBT, 3E


A iBT® Classroom Activities

WARM-UP ACTIVITY (OPTIONAL)

Start the lesson with an activity to introduce the information in this skill. You can use **Activity S3A** on **A** page 72 or any activity that you prefer.

SKILL INTRODUCTION


 pp. 237–240

The purpose of the skill introduction on  pages 237–240 is to introduce the important information in this skill. Go over the introductory material or have students read it on their own, ask the following questions to the class as a whole, and have students answer orally.


- **This is the second of six speaking tasks on the TOEFL iBT® test. Is this task independent or integrated?** (*it is an independent task*)
- **What does this mean?** (*that the answer is based on my own ideas*)
- **Is this a free-choice task or a paired-choice task?** (*paired choice*)
- **What does this mean?** (*that I have to choose between two ideas that are given to me and support my opinion with reasons and examples from my own life*)

- **What three things should be included in the plan for a paired-choice response?** *(an introduction, reasons, and examples from my own experience)*


Example Question 2A

Have students look at **Example Question 2A** on  page 237 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **What must you do if you want to plan your free-choice response well?** *(read the question carefully and understand it)*
- **Read the question. What will the topic of your response be?** *(whether you like trying new foods)*
- **Do you come up with your own answer or choose between ideas that are given to you?** *(choose between two ideas from the question)*
- **How will you support this topic?** *(with reasons and examples)*
- **So what information do you look for in the question?** *(the topic and the kind of support for the topic)*

Have students look at the NOTES box on  page 238 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.


- **What is included in this box?** *(notes for the response)*
- **What is included in the notes?** *(an answer, an idea, a reason, and an example)*
- **What did the student use to write the notes?** *(symbols and abbreviations)*

Have students look at the PLAN box on  page 238 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.


- **What is included in this box?** *(a plan for the response)*
- **Where do the ideas from the plan come from?** *(the student's notes)*

- **What is included in the plan?** *(information needed to form an introductory statement, reasons, and examples)*


Example Question 2B

Have students look at **Example Question 2B** on  page 238 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **What must you do if you want to plan your free-choice response well?** *(read the question carefully and understand it)*
- **Read the question. What will the topic of your response be?** *(whether bigger or smaller universities are better)*
- **Do you come up with your own answer or choose between ideas that are given to you?** *(choose between two ideas from the question)*
- **How will you support this topic?** *(with reasons and examples)*
- **So what information do you look for in the question?** *(the topic and the kind of support for the topic)*

Have students look at the NOTES box on  page 239 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **What is included in this box?** *(notes for the response)*
- **What is included in the notes?** *(an answer, an idea, a reason, and an example)*
- **What did the student use to write the notes?** *(symbols and abbreviations)*

Have students look at the PLAN box on  page 239 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **What is included in this box?** *(a plan for the response)*
- **Where do the ideas from the plan come from?** *(the student's notes)*

- **What is included in the plan?** (*information needed to form an introductory statement, reasons, and examples*)

SPEAKING EXERCISE 3

 pp. 240–243

The purpose of the exercise is to have students use the information learned in this skill in TOEFL-style questions. You can have students complete this exercise in groups to improve general spoken fluency.

1. Put students in groups of 3–4.
2. Have groups read each question and determine the main points (answer, reason, examples) of a response.

After groups complete the exercise, review it with the class as a whole by asking the following questions about each plan and having students answer orally.

- **Your introduction should come from the topic. What is your introductory idea?**
- **What is your reason?**
- **The question tells you the kind of support you need. How many supporting ideas are you going to use? What are your supporting ideas?**
- **Did you use symbols and abbreviated words to help you plan more quickly?**

FOLLOW-UP ACTIVITY (OPTIONAL)

Have students complete an activity to reinforce the information that has been presented in this skill. Use **Activity S3B** on **A** page 73 or any activity that you prefer.

ASSIGNMENTS

The purpose of the assignments is to reinforce this skill and to improve general spoken fluency.

1. Assign students to complete **SPEAKING EXERCISE 3** if it was not completed in class.

2. Give students a question, for example, *Is it easier to write a paper alone or with others?* Assign students to practice responses to this question and record the assignment in their Language Log. For example:

DATE	SECTION	ASSIGNMENT	COMPLETION
11/25	Speaking	To practice a response to a question	I decided that it is easier to work with others to write a paper. I practiced discussing this opinion.

Speaking Skill 4: USE YOUR PLAN TO MAKE THE PAIRED-CHOICE RESPONSE TO SPEAKING QUESTION 2

Materials

Longman Preparation Course for the TOEFL iBT® Test



iBT, 3E

A iBT® Classroom Activities

WARM-UP ACTIVITY (OPTIONAL)

Start the lesson with an activity to introduce the information in this skill. You can use **Activity S4A** on **A** page 74 or any activity that you prefer.

SKILL INTRODUCTION



mp3 101–102; pp. 243–247

The purpose of the skill introduction on pages 243–247 is to introduce the important information in this skill. Go over the introductory material or have students read it on their own, ask the following questions to the class as a whole, and have students answer orally.

- **This is the second of six speaking tasks on the TOEFL iBT® test. Is this task independent or integrated?** (*it is an independent task*)
- **What does this mean?** (*that the answer is based on my own ideas*)
- **Is this a free-choice task or a paired-choice task?** (*paired choice*)
- **What does this mean?** (*that I have to choose between two ideas that are given to me and support my opinion with reasons and examples from my own life*)
- **What three things should be included in the plan for a paired-choice response?** (*an introduction, reasons, and examples from my own experience*)



Draw students' attention to the chart of useful language and transitional phrases in the introductory text and answer any questions students may have.

Example Question 2A

Have students look at **Example Question 2A** on  page 244 (as you perhaps project it). Remind students of Example Question 2A from Speaking Skill 3. Then begin the audio on  mp3 101 and have students listen. Ask the following questions to the class as a whole and have students answer orally.


- **What is in the shaded box?** *(the same plan from the first example question in the previous skill)*
- **What is included in the box below that?** *(a response that follows the plan)*
- **Look at the response. Which sentence has the introductory idea?** *(the first sentence)*
- **Which sentences have the reasons?** *(the third and fourth sentences)*
- **Where are the supporting ideas?** *(following the reasons)*
- **Does the response need a conclusion?** *(it is not necessary for a good score; it is better to spend time on a good example or explanation)* **Does this response have a conclusion?** *(no)*

Example Question 2B

Have students look at **Example Question 2B** on  page 245 (as you perhaps project it). Remind students of Example Question 2B from Speaking Skill 3. Then begin the audio on  mp3 102 and have students listen. Ask the following questions to the class as a whole and have students answer orally.

- **What is in the shaded box?** *(the same plan from the second example question in the previous skill)*
- **What is included in the box below that?** *(a response that mostly follows the plan)*
- **Look at the response. Which sentence has the introductory idea?** *(the first sentence)*
- **Which sentence has the reason?** *(the reasons and examples are provided together throughout the response)*
- **Does the response need a conclusion?** *(it is not necessary for a good score; it is better to spend time on a good example or explanation)* **Does this response have a conclusion?** *(yes)*

SPEAKING EXERCISE 4

 p. 247

The purpose of the exercise is to have students use the information learned in this skill in TOEFL-style questions. You can have students complete this exercise in groups to improve general spoken fluency.

1. Put students in groups of 3–4.
2. Have groups look at the notes they took in **SPEAKING EXERCISE 3**.
3. Ask groups to discuss the transitional phrases and other useful language they can use in their responses.
4. Have groups practice responses for each of the questions.

After groups complete the exercise, review it with the class as a whole.


1. Select groups to present responses in front of the class.
2. Ask the remaining students to take notes on the introduction, the reason, the supporting points, the conclusion (if one is present), and the transitions and any other useful language in the response.
3. Ask the following questions to the class after each presentation and have students answer orally.

- **Did you hear the introduction in the response?**
- **Did you hear the reason in the response?**
- **Did you hear supporting details in the response?**
- **Did you hear a conclusion in the response?**
- **Which transitions did you hear?**

FOLLOW-UP ACTIVITY (OPTIONAL)

Have students complete an activity to reinforce the information that has been presented in this skill. Use **Activity S4B** on **A** pages 75–76 or any activity that you prefer.

SPEAKING REVIEW EXERCISE (Skills 3–4)

 p. 247

The purpose of the exercise is to incorporate two speaking skills together in one TOEFL-style exercise. You can have students complete this exercise in groups to improve general spoken fluency.

1. Put students in groups of 4–5.
2. Assign each student in the group a different question from the exercise.
3. Have students read their individual questions and create notes that include an introduction, reason, supporting points, and transitions. They may also include a conclusion, if desired.
4. Have each student answer the assigned question in front of the group.
5. Ask groups to provide feedback on the response (on the introduction, reason, supporting details, and transitions).

After groups complete the exercise, review it with the class as a whole.

1. Select individuals to present responses in front of the class.
2. Ask the remaining students to take notes on the introduction, the reason, the supporting points, the conclusion (if one is present), and the transitions and any other useful language in the response.
3. Ask the following questions to the class after each presentation and have students answer orally.

- **Did you hear the introduction in the response?**
- **Did you hear the reason in the response?**
- **Did you hear supporting details in the response?**
- **Did you hear a conclusion in the response?**
- **Which transitions did you hear?**


ASSIGNMENTS

The purpose of the assignments is to reinforce this skill and to improve general spoken fluency.


1. Assign students to complete **SPEAKING EXERCISE 4** if it was not completed in class.
2. Assign students to complete **SPEAKING REVIEW EXERCISE 3–4** if it was not completed in class.
3. Give students a question, for example, *Is it easier to write a paper alone or with others?* Assign students to practice responses to this question and record the assignment in their Language Log. For example:

DATE	SECTION	ASSIGNMENT	COMPLETION
11/25	Speaking	To practice a response to a question	I decided that it is easier to work with others to write a paper. I practiced discussing this opinion.

SPEAKING QUESTIONS 3 AND 4: INTEGRATED QUESTIONS (READING, LISTENING, AND SPEAKING)

Go over the introductory material on  page 248 or have students read it on their own. Answer any questions students may have.


SPEAKING QUESTION 3: CAMPUS-BASED INTEGRATED READING, LISTENING, AND SPEAKING


Go over the introductory material on  page 248 or have students read it on their own. Answer any questions students may have.

Speaking Skill 5: NOTE THE MAIN POINTS AS YOU READ FOR SPEAKING QUESTION 3


Materials

Longman Preparation Course for the TOEFL iBT® Test


 iBT, 3E


 iBT® Classroom Activities

WARM-UP ACTIVITY (OPTIONAL)

Start the lesson with an activity to introduce the information in this skill. You can use **Activity S5A** on  page 77 or any activity that you prefer.


SKILL INTRODUCTION

 pp. 248–250

The purpose of the skill introduction on  pages 248–250 is to introduce the important information in this skill. Go over the introductory material or have students read it on their own, ask the following questions to the class as a whole, and have students answer orally.


- **This is the third of six speaking tasks on the TOEFL iBT® test. Is this task independent or integrated?** *(it is an integrated task)*
- **Is an integrated task based on your own ideas or on information from another source?** *(on information from another source)*
- **Which skills are integrated with speaking in this task?** *(reading and listening)*
- **The first task is a campus task. Does a campus task contain material from a textbook or material from school life?** *(material from school life)*
- **What is the first step in an integrated campus task response?** *(noting the main points as you read)*
- **What points should be included in your notes?** *(the topic and the reasons, implications, or other main points that are used to support the topic)*

Example Question 3 Reading Passage A

Have students look at **Example Question 3 Reading Passage A** and notes on  page 249 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.


- **What is the topic of the reading passage?** *(a note from the university president on the policy against pets on campus)*
- **What are the main points that support this topic?** *(the notice tells the university community about a new policy against pets on campus with the exception of animals for persons with disabilities; this is for the comfort and safety of everyone on campus and because buildings on campus are not built to accommodate pets; and the notice tells the campus community that action will be taken against anyone with pets on campus)*
- **What did the student use to write the notes?** *(symbols and abbreviations)*
- **Where did the student write the notes?** *(on the left side of the paper so that there is room on the right side for the listening notes)*

Example Question 3 Reading Pass B

Have students look at **Example Question 3 Reading Passage B** and notes on  page 249 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **What is the topic of the reading passage?** *(there is no longer a guarantee of four years of on-campus housing; only three)*
- **What are the main points that support this topic?** *(it is a notice from the office of student housing that because of more students, undergraduates will be guaranteed only three years of on-campus housing; there will be a lottery for any other available housing; there will be help with finding off-campus housing)*
- **What did the student use to write the notes?** *(symbols and abbreviations)*
- **Where did the student write the notes?** *(on the left side of the paper so that there is room on the right side for the listening notes)*

SPEAKING EXERCISE 5

 pp. 250–252

The purpose of the exercise is to have students use the information learned in this skill in TOEFL-style questions. You can have students complete this exercise in groups to improve general spoken fluency.

1. Put students in groups of 3–4.
2. Have groups read each question and determine the topic and main points.

After groups complete the exercise, review it with the class as a whole by asking the following questions about each plan and having students answer orally.

- **What is the topic of the passage?**
- **What are the main points that support the topic?**
- **Did you use symbols and abbreviated words to help you plan more quickly?**

FOLLOW-UP ACTIVITY (OPTIONAL)

Have students complete an activity to reinforce the information that has been presented in this skill. Use **Activity S5B** on **A** pages 78–79 or any activity that you prefer.

ASSIGNMENTS

The purpose of the assignments is to reinforce this skill and to improve general spoken fluency.


1. Assign students to complete **SPEAKING EXERCISE 5** if it was not completed in class.
2. Assign students to read a newspaper, magazine, or Internet article in English and take notes. Have them practice summarizing the main points of the article from their notes and record the assignment in their Language Log. For example:


DATE	SECTION	ASSIGNMENT	COMPLETION
12/2	Speaking	To take notes on an article and summarize it	I read an article on the presidential election. I took notes on the main points of the article, and I practiced summarizing the article.


Speaking Skill 6: NOTE THE MAIN POINTS AS YOU LISTEN FOR SPEAKING QUESTION 3

Materials

Longman Preparation Course for the TOEFL iBT® Test

 iBT, 3E



 iBT, 3E mp3


 iBT® Classroom Activities

WARM-UP ACTIVITY (OPTIONAL)

Start the lesson with an activity to introduce the information in this skill. You can use **Activity S6A** on **A** page 80 or any activity that you prefer.



SKILL INTRODUCTION

 mp3 103–104;  pp. 252–255

The purpose of the skill introduction on  pages 252–255 is to introduce the important information in this skill. Go over the introductory material or have students read it on their own, ask the following questions to the class as a whole, and have students answer orally.



- **This is the third of six speaking tasks on the TOEFL iBT® test. Is this task independent or integrated?** (*it is an integrated task*)
- **Is an integrated task based on your own ideas or on information from another source?** (*on information from another source*)
- **Which skills are integrated with speaking in this task?** (*reading and listening*)
- **Is this a campus task or an academic task?** (*campus*)
- **What kind of material is covered in this kind of task?** (*material from school life*)
- **What did we discuss in the previous skill?** (*noting the main points in the reading passage*)
- **What will be discussed in this skill?** (*noting the main points in the listening passage*)

Example Question 3 Listening Passage A

1. Have students listen to the audio and look at **Example Question 3 Listening Passage A** on  pages 253–254 (as you perhaps project it).
2. Play the audio on  mp3 103.
3. Ask the following questions to the class as a whole and have students answer orally.

- **What is the topic of the listening passage?** (*why the university president issued the new policy banning pets*)
- **Who is speaking?** (*a man and a woman*)
- **What does the man think?** (*he does not like the policy against pets; he does not think everyone should be penalized; he thinks the policy is too strict; he says people who walk their dogs on campus keep them under control, so this is not a safety issue*)
- **What does the woman think?** (*the policy was put in place because of an escaped snake in the president's office*)
- **Where did the student take notes on the listening passage?** (*on the opposite side of his notes for the reading passage*)
- **What did the student use to write the notes?** (*symbols and abbreviations*)

Example Question 3 Listening Passage B



1. Have students listen to the audio and look at **Example Question 3 Listening Passage B** on  pages 254–255 (as you perhaps project it).
2. Play the audio on  mp3 104.
3. Ask the following questions to the class as a whole and have students answer orally.

- **What is the topic of the listening passage?** (*opinions on the new university housing policy*)
- **Who is speaking?** (*a man and a woman*)
- **What does the man think?** (*the university should not enroll more students until housing for them has been built; it will be difficult to find housing his senior year; he may need to get a car if he lives very far off campus*)
- **What does the woman think?** (*the university is enrolling more students to pay for new laboratories and athletic buildings; she prefers to have more students rather than*)




higher tuition; the man can use the off-campus housing board to find a house to share inexpensively; the lottery for remaining housing spots is not going to be competitive, so it will be easy for students to get housing during their senior year)

- **Where did the student take notes on the listening passage?** (*on the opposite side of his notes for the reading passage*)
- **What did the student use to write the notes?** (*symbols and abbreviations*)

SPEAKING EXERCISE 6

 mp3 105–107;  pp. 256–257

The purpose of the exercise is to have students use the information learned in this skill in TOEFL-style questions.

1. Play the audio on  mp3 105. Students should listen to the first passage and take notes.
2. Repeat the process for the second passage ( mp3 106) and the third passage ( mp3 107).

After students complete the exercise, review it with the class as a whole by asking the following questions and having students answer orally. (You may want to replay each passage as you review it.)

- **What is the topic of the passage?**
- **What are the main points that support the topic?**
- **Did you use symbols and abbreviated words to help you take notes?**

FOLLOW-UP ACTIVITY (OPTIONAL)

Have students complete an activity to reinforce the information that has been presented in this skill. Use **Activity S6B** on **A** pages 81–82 or any activity that you prefer.

ASSIGNMENTS

The purpose of the assignments is to reinforce this skill and to improve general spoken fluency.

1. Assign students to complete **SPEAKING EXERCISE 6** if it was not completed in class.
2. Assign students to listen to part of a television program or a song in English and take notes. Have them practice summarizing the main points of the program or song from their notes and record the assignment in their Language Log. For example:

DATE	SECTION	ASSIGNMENT	COMPLETION
12/2	Speaking	To take notes on a television program and summarize it	I watched the television program <i>Happy House</i> . I took notes on the main points of the program, and I practiced summarizing the program.

Speaking Skill 7: USE YOUR NOTES TO PLAN THE RESPONSE FOR SPEAKING QUESTION 3

Materials

Longman Preparation Course for the TOEFL iBT® Test




iBT, 3E


A iBT® Classroom Activities

WARM-UP ACTIVITY (OPTIONAL)

Start the lesson with an activity to introduce the information in this skill. You can use **Activity S7A** on **A** pages 83 or any activity that you prefer.

SKILL INTRODUCTION


 pp. 257–261

The purpose of the skill introduction on  pages 257–261 is to introduce the important information in this skill. Go over the introductory material or have students read it on their own, ask the following questions to the class as a whole, and have students answer orally.


- **This is the third of six speaking tasks on the TOEFL iBT® test. Is this task independent or integrated?** (*it is an integrated task*)
- **Is an integrated task based on your own ideas or on information from another source?** (*on information from another source*)
- **Which skills are integrated with speaking in this task?** (*reading and listening*)
- **Is this a campus task or an academic task?** (*campus*)
- **What kind of material is covered in this kind of task?** (*material from school life*)
- **What did we discuss in the previous two skills?** (*noting the main points in the reading passage and noting the main points in the listening passage*)
- **What will be discussed in this skill?** (*planning the response*)

Draw students' attention to the tip box in the introductory text and answer any questions students may have.


Example Question 3A

Have students look at **Example Question 3A** on  page 257 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **What must you do if you want to plan your response well?** *(read the question carefully and understand what your response should include)*
- **Should you give your own opinion in the response?** *(no)*
- **Read the question. What will the topic of your response be?** *(the man's opinion about the new pet policy)*
- **The question refers to "the notice from the Office of the University President concerning pets." Which notice is this?** *(the notice in the first reading passage)*
- **So what is the question really asking?** *(how the ideas in the reading passage and the ideas in the listening passage are related)*

Have students look at the **NOTES** box on  page 258 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.


- **What is included in this box?** *(notes for the plan)*
- **Have you seen the notes from reading and the notes from listening before?** *(yes, in the previous two skills)*
- **The question asks how the ideas in the two passages are related, so it is important to think about the overall relationship between the two passages. How are the two passages related overall?** *(the reading passage is a notice, and the listening presents opinions about the notice)*

Have students look at the **PLAN** box on  page 258 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.


- **What is included in this box?** *(a plan for the response)*
- **Where do the ideas from the plan come from?** *(the student's notes)*

- **Should you mention all the points from your notes?** *(no, just those that are relevant to this question)*
- **What is included in the plan?** *(the topic of the notice, the main points related to it, the opinion of man about whom the question is asking, and the reason that person has for holding the opinion)*


Example Question 3B

Have students look at **Example Question 3B** on  page 259 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **What must you do if you want to plan your response well?** *(read the question carefully and understand what your response should include)*
- **Should you give your own opinion in the response?** *(no)*
- **Read the question. What will the topic of your response be?** *(the woman's opinion about the change announced in the notice)*
- **The question refers to "the change announced in the notice." Which notice is this?** *(the notice in the second reading passage)*
- **So what is the question really asking?** *(how the ideas in the reading passage and the ideas in the listening passage are related)*


Have students look at the **NOTES** box on  page 259 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **What is included in this box?** *(notes for the plan)*
- **Have you seen the notes from reading and the notes from listening before?** *(yes, in the previous two skills)*
- **The question asks how the ideas in the two passages are related, so it is important to think about the overall relationship between the two passages. How are the two passages related overall?** *(the reading passage is a notice, and the listening presents opinions about the notice)*

Have students look at the PLAN box on  page 260 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **What is included in this box?** *(a plan for the response)*
- **Where do the ideas from the plan come from?** *(the student's notes)*
- **Should you mention all the points from your notes?** *(no, just those that are relevant to this question)*
- **What is included in the plan?** *(the topic of the notice, the main points related to it, the opinion of woman about whom the question is asking, and the reason that person has for holding the opinion)*

SPEAKING EXERCISE 7

 p. 261

The purpose of the exercise is to have students use the information learned in this skill in TOEFL-style questions. You can have students complete this exercise in groups to improve general spoken fluency.

1. Put students in groups of 3–4.
2. Have groups look at the notes they took in **SPEAKING EXERCISE 5** and **SPEAKING EXERCISE 6**.
3. Have groups read each question and discuss how the ideas in the passages are related.
4. Have groups practice creating plans that show how these ideas are related.

After groups complete the exercise, review it with the class as a whole by asking the following questions about each passage.

- **How are the ideas in the two passages related?**
- **What is your topic statement?**
- **What main points will you include?**
- **Does your topic statement show the relationship between the two passages?**

FOLLOW-UP ACTIVITY (OPTIONAL)

Have students complete an activity to reinforce the information that has been presented in this skill. Use **Activity S7B** on **A** page 84 or any activity that you prefer.

ASSIGNMENTS

The purpose of the assignments is to reinforce this skill and to improve general spoken fluency.


1. Assign students to complete **SPEAKING EXERCISE 7** if it was not completed in class.
2. Assign students to get together with some classmates and talk in English for 30 minutes. (You may want to allow students to discuss anything they want as long as it is in English, or you may want to give them a specific topic to discuss, such as *What kind of music do you enjoy listening to?*). Have students record this assignment in their Language Log. For example:


DATE	SECTION	ASSIGNMENT	COMPLETION
12/4	Speaking	To speak with some classmates in English for 30 minutes	I met with Sara and Juan for 30 minutes in the cafeteria. We discussed that Sara likes more traditional music, while Juan likes to find cutting-edge new artists.


Speaking Skill 8: USE YOUR PLAN TO MAKE THE RESPONSE FOR SPEAKING QUESTION 3

Materials


Longman Preparation Course for the TOEFL iBT® Test

 iBT, 3E



 iBT, 3E mp3


 iBT® Classroom Activities

WARM-UP ACTIVITY (OPTIONAL)

Start the lesson with an activity to introduce the information in this skill. You can use **Activity S8A** on  page 85 or any activity that you prefer.

SKILL INTRODUCTION

 mp3 108–109;  pp. 261–265



The purpose of the skill introduction on  pages 261–265 is to introduce the important information in this skill. Go over the introductory material or have students read it on their own, ask the following questions to the class as a whole, and have students answer orally.

- **We're working on the third of six speaking tasks on the TOEFL iBT® test. Is this task independent or integrated?**
(it is an integrated task)
- **What does this mean?** *(the answer is based on information from another source)*
- **Which skills are integrated with speaking in this task?**
(reading and listening)
- **Is this a campus task or an academic task?** *(campus)*
- **What kind of material is covered in this kind of task?**
(material from school life)
- **What did we discuss in the previous three skills?**
(noting the main points in the reading passage, noting the main points in the listening passage, and planning a response)

- **What is included in the plan for a response to this kind of question?** *(the topics of the reading and listening passages and the relationship between the two passages)*
- **What will be discussed in this skill?** *(making the response)*



Draw students' attention to the chart of useful language and transition phrases and answer any questions students may have. Do the same with the chart about making responses easier to understand.

Example Question 3A

Have students look at **Example Question 3A** on  page 262 (as you perhaps project it). Then begin the audio on  mp3 108 and have students listen. Ask the following questions to the class as a whole and have students answer orally.

- **What is in the first box?** *(the plan from the first example question in the previous skill)*
- **What is included in the box below that?** *(a response that follows the plan)*
- **Look at the response. Which sentence has the introductory idea?** *(the first sentence)*
- **What follows the introductory idea?** *(an explanation of the policy and reasons the man gives for his opinions)*
- **Does the response provide all available details about the policy?** *(no, it gives only enough details about the policy for the listener to understand)*
- **What is the significance of the highlighted text in the response?** *(it is showing useful language and transitions used to show how ideas are related and where they came from)*


Example Question 3B

Have students look at **Example Question 3B** on  page 263 (as you perhaps project it). Then begin the audio on  mp3 109 and have students listen. Ask the following questions to the class as a whole and have students answer orally.

- **What is in the first box?** *(the plan from the second example question in the previous skill)*

- **What is included in the box below that?** *(a response that follows the plan)*
- **Look at the response. Which sentence has the introductory idea?** *(the first sentence)*
- **What follows the introductory idea?** *(an explanation of the policy and reasons the woman gives for her opinions)*
- **Does the response provide all available details about the policy?** *(no, it gives only enough details about the policy for the listener to understand)*
- **What is the significance of the highlighted text in the response?** *(it is showing useful language and transitions used to show how ideas are related and where they came from)*

SPEAKING EXERCISE 8

 p. 265

The purpose of the exercise is to have students use the information learned in this skill in TOEFL-style questions. You can have students complete this exercise in groups to improve general spoken fluency.

1. Put students in groups of 3–4.
2. Have groups look at the notes they took in **SPEAKING EXERCISE 5** and **SPEAKING EXERCISE 6** and the plans they created in **SPEAKING EXERCISE 7**.
3. Ask groups to discuss the transitional phrases and other useful language they can use in their responses.
4. Have groups practice responses for each of the questions.

After groups complete the exercise, review it with the class as a whole.



1. Select groups to present responses in front of the class.
2. Ask the remaining students to take notes on the topic statements, the reasons and supporting points, the conclusion (if one is present), and the transitions and any other useful language in the response.
3. Ask the following questions to the class after each presentation and have students answer orally.

- Did you hear the topic statement in the response?
- Did you hear the main points of the reading passage?
- Did you hear the main points of the listening passage?
- Which transitions did you hear?



FOLLOW-UP ACTIVITY (OPTIONAL)

Have students complete an activity to reinforce the information that has been presented in this skill. Use **Activity S8B** on **A** pages 86–88 or any activity that you prefer.

SPEAKING REVIEW EXERCISE (Skills 5–8)

 mp3 110–111;  pp. 265–266

The purpose of the exercise is to incorporate four speaking skills in one TOEFL-style exercise.

1. Put students in groups of 4–5.
2. Give students 45 seconds to read the passage.
3. Begin the audio on  mp3 110. Have students listen and take notes on the topic and main points.
4. Begin the audio on  mp3 111 and have students listen. Then give students 30 seconds to prepare their response and 60 seconds to deliver their answer.

After students complete the exercise, review it with the class as a whole.

1. Select individuals to present responses in front of the class.
2. Ask the remaining students to take notes on the topic statement, main points, and transitions and any other useful language in the response.
3. Ask the following questions to the class after each presentation and have students answer orally.

- Did you hear the topic statement in the response?
- Did you hear the main points of the reading passage?
- Did you hear the main points of the listening passage?
- Which transitions did you hear?


ASSIGNMENTS

The purpose of the assignments is to reinforce this skill and to improve general spoken fluency.

1. Assign students to complete **SPEAKING EXERCISE 8** if it was not completed in class.
2. Assign students to complete **SPEAKING REVIEW EXERCISE 5–8** if it was not completed in class.
3. Assign students to get together with some classmates and talk in English for 30 minutes. (You may want to allow students to discuss anything they want as long as it is in English, or you may want to give them a specific topic to discuss, such as *What kind of books do you enjoy reading?*). Have students record this assignment in their Language Log. For example:

DATE	SECTION	ASSIGNMENT	COMPLETION
12/6	Speaking	To speak with some classmates in English for 30 minutes	I walked with Ben and Sam for 30 minutes along the bike path. We discussed that Sam likes science fiction, and Ben loves historical fiction.


SPEAKING QUESTION 4: ACADEMIC SETTING INTEGRATED READING, LISTENING, AND SPEAKING


Go over the introductory material on  page 266 or have students read it on their own. Answer any questions they may have.

Speaking Skill 9: NOTE THE MAIN POINTS AS YOU READ FOR SPEAKING QUESTION 4


Materials

Longman Preparation Course for the TOEFL iBT® Test


 iBT, 3E


 iBT® Classroom Activities

WARM-UP ACTIVITY (OPTIONAL)

Start the lesson with an activity to introduce the information in this skill. You can use **Activity S9A** on  page 89 or any activity that you prefer.

SKILL INTRODUCTION


 pp. 267–269

The purpose of the skill introduction on  page 267 is to introduce the important information in this skill. Go over the introductory material or have students read it on their own, ask the following questions to the class as a whole, and have students answer orally.

- **This is the fourth of six speaking tasks on the TOEFL iBT® test. Is this task independent or integrated?** (*it is an integrated task*)
- **Is an integrated task based on your own ideas or on information from another source?** (*the answer is based on information from another source*)
- **Which skills are integrated with speaking in this task?** (*reading and listening*)
- **The fourth task is an academic task. Does an academic task contain material from a textbook or material from school life?** (*material from a textbook*)


- **Do you need prior knowledge on the topic to answer this type of?** *(no, all the necessary information can be found in the reading and listening passages)*
- **What is the first step in an integrated academic task?** *(reading and taking notes)*
- **What points should be included in your notes?** *(the topic and a definition of it, characteristics or other main points that are used to support the topic)*

Example Question 4 Reading Passage A

Have students look at **Example Question 4 Reading Passage A** on  page 267 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **What is the topic of the reading passage?** *(photoreceptor cells)*
- **What are the main points that support this topic?** *(these cells are sensitive to light; there are two types; the reading describes both types and compares them)*
- **Does the student write detailed, extensive notes?** *(no)*
- **What did the student use to write the notes?** *(symbols and abbreviations)*
- **Where did the student write the notes?** *(on the left side of the paper so that there is room on the right side for the listening notes)*

Example Question 4 Reading Passage B

Have students look at **Example Question 4 Reading PB** on  page 268 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **What is the topic of the reading passage?** *(equity theory)*
- **How is this theory defined?** *(employees compare what they contribute to and receive from a company to what other workers put in and get back)*
- **Does the student write detailed, extensive notes?** *(no)*

- **What did the student use to write the notes?** (*symbols and abbreviations*)
- **Where did the student write the notes?** (*on the left side of the paper so that there is room on the right side for the listening notes*)

SPEAKING EXERCISE 9

 pp. 269–270

The purpose of the exercise is to have students use the information learned in this skill in TOEFL-style questions. You can have students complete this exercise in groups to improve general spoken fluency.

1. Put students in groups of 3–4.
2. Have groups read each passage and take notes on the topic and a definition of it, characteristics or other main points that support the topic.

After groups complete the exercise, review it with the class as a whole by asking the following questions about each plan and having students answer orally.

- **What is the topic of the passage? How is it defined?**
- **What are the main points that support the topic?**
- **Did you use symbols and abbreviated words to help you plan more quickly?**

FOLLOW-UP ACTIVITY (OPTIONAL)

Have students complete an activity to reinforce the information that has been presented in this skill. Use **Activity S9B** on **A** pages 90–91 or any activity that you prefer.

ASSIGNMENTS

The purpose of the assignments is to reinforce this skill and to improve general spoken fluency.

1. Assign students to complete **SPEAKING EXERCISE 9** if it was not completed in class.


2. Assign students to read a newspaper, magazine, or Internet article in English and take notes. Have them practice summarizing the main points of the article from their notes and record the assignment in their Language Log. For example:


DATE	SECTION	ASSIGNMENT	COMPLETION
12/8	Speaking	To take notes on an article and summarize it	I read an article on a new spacecraft. I took notes on the main points of the article, and I practiced summarizing it.


Speaking Skill 10: NOTE THE MAIN POINTS AS YOU LISTEN FOR SPEAKING QUESTION 4

Materials

Longman Preparation Course for the TOEFL iBT® Test

 iBT, 3E



 iBT, 3E mp3


 iBT® Classroom Activities

WARM-UP ACTIVITY (OPTIONAL)

Start the lesson with an activity to introduce the information in this skill. You can use **Activity S10A** on **A** page 92 or any activity that you prefer.

SKILL INTRODUCTION



 mp3 112–113;  pp. 271–274

The purpose of the skill introduction on  page 271 is to introduce the important information in this skill. Go over the introductory material or have students read it on their own, ask the following questions to the class as a whole, and have students answer orally.

- **This is the fourth of six speaking tasks on the TOEFL iBT® test. Is this task independent or integrated?** (*it is an integrated task*)
- **Is an integrated task based on your own ideas or on information from another source?** (*the answer is based on information from another source*)
- **Which skills are integrated with speaking in this task?** (*reading and listening*)
- **The fourth task is an academic task. Does an academic task contain material from a textbook or material from school life?** (*material from a textbook*)
- **What did we discuss in the previous skill?** (*noting the main points of a reading passage*)
- **What will be discussed in this skill?** (*noting the main points of a listening passage*)



- **Do you need prior knowledge on the topic to answer this type of?** *(no, all the necessary information can be found in the reading and listening passages)*
- **What points should be included in your notes?** *(focus on how the examples in the lecture illustrate the concepts described in the reading passage)*

Example Question 4 Listening Passage A

1. Play the audio on  mp3 112. Have students listen and look at **Example Question 4 Listening Passage A** on  pages 271–272 (as you perhaps project it).
2. Ask the following questions to the class as a whole and have students answer orally.

- **What is the topic of the listening passage?** *(examples of the effects of the differences between the two types of photoreceptor cells: rod and cones)*
- **What are the main points that support this topic?** *(two examples are noted after a dash [—] and then a few major points are included under each example, including reasons that the lecturer gives for each)*
- **Does the student write detailed, extensive notes?** *(no, only enough detail to remember main examples and reasons)*
- **What did the student use to write the notes?** *(symbols and abbreviations)*
- **Where did the student write the notes?** *(on the right side of the paper because the notes from the reading passage are on the left side)*

Example Question 4 Listening Passage B



1. Play the audio on  mp3 113. Have students listen and look at **Example Question 4 Listening Passage B** on  pages 272–273 (as you perhaps project it).
2. Ask the following questions to the class as a whole and have students answer orally.

- **What is the topic of the listening passage?** *(examples of the equity theory that was described in the reading passage)*
- **What are the main points that support this topic?** *(three example employees are marked with dashes, and some*




details are noted to explain how each employee's case illustrates the equity theory)

- **Does the student write detailed, extensive notes?** (*no, only enough detail to remember main examples and reasons*)
- **What did the student use to write the notes?** (*symbols and abbreviations*)
- **Where did the student write the notes?** (*on the right side of the paper because the notes from the reading passage are on the left side*)

SPEAKING EXERCISE 10

 mp3 114–116;  pp. 274–275

The purpose of the exercise is to have students use the information learned in this skill in TOEFL-style questions.

1. Play the audio on  mp3 114. Students should listen to this passage and note the main points and details, and note how they illustrate the concepts from the reading passages in Speaking Exercise 9.
2. Repeat the process for the second passage ( mp3 115), and the third passage ( mp3 116).

After students complete the exercise, review it with the class as a whole by asking the following questions and having students answer orally. (You may want to replay each passage as you review it.)

- **What is the topic of the passage?**
- **What are the main points that support the topic?**
- **Did you use symbols and abbreviated words to help you take notes?**

FOLLOW-UP ACTIVITY (OPTIONAL)

Have students complete an activity to reinforce the information that has been presented in this skill. Use **Activity S10B** on **A** pages 93–94 or any activity that you prefer.

ASSIGNMENTS

The purpose of the assignments is to reinforce this skill and to improve general spoken fluency.

1. Assign students to complete **SPEAKING EXERCISE 10** if it was not completed in class.
2. Assign students to listen to part of a newscast in English and take notes. Have them practice summarizing the main points of the newscast from their notes and record the assignment in their Language Log. For example:

DATE	SECTION	ASSIGNMENT	COMPLETION
12/8	Speaking	To take notes on a newscast and summarize it	I watched a news report on global health programs. I took notes on the main points of the report, and I practiced summarizing it.

Speaking Skill 11: USE YOUR NOTES TO PLAN THE RESPONSE FOR SPEAKING QUESTION 4

Materials

Longman Preparation Course for the TOEFL iBT® Test




iBT, 3E


A iBT® Classroom Activities

WARM-UP ACTIVITY (OPTIONAL)

Start the lesson with an activity to introduce the information in this skill. You can use **Activity S11A** on **A** page 95 or any activity that you prefer.


SKILL INTRODUCTION

 pp. 276–279


The purpose of the skill introduction on  pages 276–279 is to introduce the important information in this skill. Go over the introductory material or have students read it on their own, ask the following questions to the class as a whole, and have students answer orally.

- **This is the fourth of six speaking tasks on the TOEFL iBT® test. Is this task independent or integrated?** (*it is an integrated task*)
- **What does this mean?** (*the answer is based on information from another source*)
- **Which skills are integrated with speaking in this task?** (*reading and listening*)
- **Is this task a campus task or an academic task?** (*academic*)
- **What kind of material is covered in this kind of task?** (*material from a textbook*)
- **What did we discuss in the previous two skills?** (*noting the main points of a reading passage and noting the main points of a listening passage*)
- **What will be discussed in this skill?** (*planning the response*)


Example Question 4A

Have students look at **Example Question 4A** on  pages 276–277 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **Where will you find the information to answer this question?** *(from the notes taken on the first reading passage example in Skill 9 and the first listening passage example in Skill 10)*
- **What must you do if you want to plan your response well?** *(read the question carefully and understand what your response should include)*
- **Should you give your own opinion in the response?** *(no)*
- **Read the question. What will the topic of your response be?** *(definition and examples of photoreceptor cells)*
- **So what is the question really asking?** *(how the ideas in the reading passage and the ideas in the listening passage are related)*

Have students look at the NOTES box on  page 276 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.


- **What is included in this box?** *(notes for the plan)*
- **Have you seen the notes from reading and the notes from listening before?** *(yes, in the previous two skills)*
- **The question asks how the ideas in the two passages are related, so it is important to think about the overall relationship between the two passages. How are the two passages related overall?** *(the reading passage is a description of photoreceptor cells, and the listening provides examples)*

Have students look at the PLAN box on  page 277 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.


- **What is included in this box?** *(a plan for the response)*

- **Where do the ideas from the plan come from?** *(the student's notes)*
- **Should you mention all the points from your notes?** *(no, just those that are relevant to this question)*
- **What is included in the plan?** *(the topic from the listening notes and information from the reading notes to further define it; examples)*

Example Question 4B


Have students look at **Example Question 4A** on  pages 277–278 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **Where will you find the information to answer this question?** *(from the notes taken on the second reading passage example in Skill 9 and the second listening passage example in Skill 10)*
- **What must you do if you want to plan your response well?** *(read the question carefully and understand what your response should include)*
- **Should you give your own opinion in the response?** *(no)*
- **Read the question. What will the topic of your response be?** *(how examples of different employees illustrate the equity theory)*
- **So what is the question really asking?** *(how the ideas in the reading passage and the ideas in the listening passage are related)*

Have students look at the NOTES box on  page 278 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.


- **What is included in this box?** *(notes for the plan)*
- **Have you seen the notes from reading and the notes from listening before?** *(yes, in the previous two skills)*
- **The question asks how the ideas in the two passages are related, so it is important to think about the overall relationship between the two passages. How are the two passages related overall?** *(the reading passage is a*

description of equity theory, and the listening provides examples)

Have students look at the PLAN box on  page 278 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **What is included in this box?** *(a plan for the response)*
- **Where do the ideas from the plan come from?** *(the student's notes)*
- **Should you mention all the points from your notes?** *(no, just those that are relevant to this question)*
- **What is included in the plan?** *(the topic from the listening notes and information from the reading notes to further define it; examples)*

SPEAKING EXERCISE 11

 p. 279

The purpose of the exercise is to have students use the information learned in this skill in TOEFL-style questions. You can have students complete this exercise in groups to improve general spoken fluency.

1. Put students in groups of 3–4.
2. Have groups look at the notes they took in **SPEAKING EXERCISE 9** and **SPEAKING EXERCISE 10**.
3. Have groups read each question and discuss how the ideas in the passages are related.
4. Have groups practice creating plans that show how these ideas are related.

After groups complete the exercise, review it with the class as a whole by asking the following questions about each passage.

- **How are the ideas in the two passages related?**
- **What is your topic statement?**
- **What main points will you include?**
- **Does your topic statement show the relationship between the two passages?**

FOLLOW-UP ACTIVITY (OPTIONAL)

Have students complete an activity to reinforce the information that has been presented in this skill. Use **Activity S11B** on **A** page 96 or any activity that you prefer.

ASSIGNMENTS

The purpose of the assignments is to reinforce this skill and to improve general spoken fluency.


1. Assign students to complete **SPEAKING EXERCISE 11** if it was not completed in class.
2. Assign students to get together with some classmates and talk in English for 30 minutes. (You may want to allow students to discuss anything they want as long as it is in English, or you may want to give them a specific topic to discuss, such as *What would be your dream vacation?*). Have students record this assignment in their Language Log. For example:


DATE	SECTION	ASSIGNMENT	COMPLETION
12/4	Speaking	To speak with some classmates in English for 30 minutes	I met with Jeff and Pam for 30 minutes at a cafe. We discussed that Pam likes skiing, and Jeff likes going to the beach.


Speaking Skill 12: USE YOUR PLAN TO MAKE THE RESPONSE FOR SPEAKING QUESTION 4

Materials

Longman Preparation Course for the TOEFL iBT® Test

 iBT, 3E



 iBT, 3E mp3


 iBT® Classroom Activities

WARM-UP ACTIVITY (OPTIONAL)

Start the lesson with an activity to introduce the information in this skill. You can use **Activity S12A** on **A** page 98 or any activity that you prefer.

SKILL INTRODUCTION

 mp3 117–118;  pp. 279–283



The purpose of the skill introduction on  pages 279–283 is to introduce the important information in this skill. Go over the introductory material or have students read it on their own, ask the following questions to the class as a whole, and have students answer orally.

- **This is the fourth of six speaking tasks on the TOEFL iBT® test. Is this task independent or integrated?** (*it is an integrated task*)
- **What does this mean?** (*the answer is based on information from another source*)
- **Which skills are integrated with speaking in this task?** (*reading and listening*)
- **Is this task a campus task or an academic task?** (*academic*)
- **What kind of material is covered in this kind of task?** (*material from a textbook*)
- **What did we discuss in the previous two skills?** (*noting the main points of a reading passage, noting the main points of a listening passage, and planning the response*)

- **What is included in the plan for a response to this kind of question?** *(the topics of the reading and listening passages and the relationship between the two passages)*
- **What will be discussed in this skill?** *(making the response)*



Draw students' attention to the chart of useful language and transition phrases, and answer any questions students may have. Do the same with the chart about making responses easier to understand.

Example Question 4A

Have students look at **Example Question 4A** on  page 280 (as you perhaps project it). Then begin the audio on  mp3 117 and have students listen. Ask the following questions to the class as a whole and have students answer orally.

- **What is in the first box?** *(the plan from the first example question in the previous skill)*
- **What is included in the box below that?** *(a response that follows the plan)*
- **Look at the response. Which sentence has the introductory idea?** *(the first sentence)*
- **What follows the introductory idea?** *(explanations of each of the examples in the lecture and a few relevant details)*
- **Does the response provide all available details about the policy?** *(no, it gives only enough details about the policy for the listener to understand)*
- **What is the significance of the highlighted text in the response?** *(it is showing useful language and transitions used to show how ideas are related and where they came from)*

Example Question 4B

Have students look at **Example Question 4B** on  page 281 (as you perhaps project it). Then begin the audio on  mp3 118 and have students listen. Ask the following questions to the class as a whole and have students answer orally.

- **What is in the first box?** *(the plan from the second example question in the previous skill)*
- **What is included in the box below that?** *(a response that follows the plan)*
- **Look at the response. Which sentence has the introductory idea?** *(the first sentence)*
- **What follows the introductory idea?** *(a brief definition of the theory in the speaker's own words and how the professor's examples are tied to the theory's definition in the reading)*
- **Does the response provide all available details about the policy?** *(no, it gives only enough details about the policy for the listener to understand)*
- **What is the significance of the highlighted text in the response?** *(it is showing useful language and transitions used to show how ideas are related and where they came from)*

SPEAKING EXERCISE 12

 p. 283

The purpose of the exercise is to have students use the information learned in this skill in TOEFL-style questions. You can have students complete this exercise in groups to improve general spoken fluency.

1. Put students in groups of 3–4.
2. Have groups look at the notes they took in **SPEAKING EXERCISE 9** and **SPEAKING EXERCISE 10** and the plans they created in **SPEAKING EXERCISE 11**.
3. Ask groups to discuss the transitional phrases and other useful language they can use in their responses.
4. Have groups practice responses for the questions in Speaking Skills 9–11.

After groups complete the exercise, review it with the class as a whole.

1. Select groups to present responses in front of the class.
2. Ask the remaining students to take notes on the topic statements, the reasons and supporting points, the conclusion (if one is present), and the transitions and any other useful language in the response.



3. Ask the following questions to the class after each presentation and have students answer orally.

- Did you hear the topic statement in the response?
- Did you hear the main points of the reading passage?
- Did you hear the main points of the listening passage?
- Which transitions did you hear?



FOLLOW-UP ACTIVITY (OPTIONAL)

Have students complete an activity to reinforce the information that has been presented in this skill. Use **Activity S12B** on **A** page 99–101 or any activity that you prefer.

SPEAKING REVIEW EXERCISE (Skills 9–12)

 mp3 119–120;  pp. 283–284

The purpose of the exercise is to incorporate four speaking skills in one TOEFL-style exercise.

1. Put students in groups of 4–5.
2. Give students 45 seconds to read the passage.
3. Begin the audio on  mp3 119. Students should listen and take notes on the main points.
4. Begin the audio on  mp3 120 and then give students 30 seconds to prepare their response.
5. Give students 60 seconds to deliver their answer.

After students complete the exercise, review it with the class as a whole.

1. Select groups to present responses in front of the class.
2. Ask the remaining students to take notes on the topic statement, main points, and transitions and any other useful language in the response.
3. Ask the following questions to the class after each presentation and have students answer orally.

- Did you hear the topic statement in the response?
- Did you hear the main points of the reading passage?

- Did you hear the main points of the listening passage?
- Which transitions did you hear?


ASSIGNMENTS

The purpose of the assignments is to reinforce this skill and to improve general spoken fluency.


1. Assign students to complete **SPEAKING EXERCISE 12** if it was not completed in class.
2. Assign students to complete **SPEAKING REVIEW EXERCISE 9–12** if it was not completed in class.
3. Assign students to get together with some classmates and talk in English for 30 minutes. (You may want to allow students to discuss anything they want as long as it is in English, or you may want to give them a specific topic to discuss, such as *Which famous person would you have dinner with and why?*). Have students record this assignment in their Language Log. For example:

DATE	SECTION	ASSIGNMENT	COMPLETION
12/6	Speaking	To speak with some classmates in English for 30 minutes	I met with Juan and Beth for 30 minutes at the mall. We discussed that Beth would have dinner with Nelson Mandela, and Beth would choose Melinda Gates.

SPEAKING QUESTIONS 5 AND 6: INTEGRATED QUESTIONS (LISTENING AND SPEAKING)

Go over the introductory material on  page 284 or have students read it on their own. Answer any questions students may have.


SPEAKING QUESTION 5: CAMPUS-BASED INTEGRATED LISTENING AND SPEAKING


Go over the introductory material on  page 284 or have students read it on their own. Answer any questions students may have.


Speaking Skill 13: NOTE THE MAIN POINTS AS YOU LISTEN FOR SPEAKING QUESTION 5

Materials


Longman Preparation Course for the TOEFL iBT® Test

 iBT, 3E



 iBT, 3E mp3


 iBT® Classroom Activities

WARM-UP ACTIVITY (OPTIONAL)

Start the lesson with an activity to introduce the information in this skill. You can use **Activity S13A** on  pages 102 or any activity that you prefer.

SKILL INTRODUCTION



 mp3 121–122;  pp. 285–288

The purpose of the skill introduction on  pages 285–288 is to introduce the important information in this skill. Go over the introductory material or have students read it on their own, ask the following questions to the class as a whole, and have students answer orally.

- **This is the fifth of six speaking tasks on the TOEFL iBT® test. Is this task independent or integrated? (*it is an integrated task*)**



- **Is an integrated task based on your own ideas or on information from another source?** *(the answer is based on information from another source)*
- **Which skill is integrated with speaking in this task?** *(listening)*
- **The fifth task is a campus task. Does a campus task contain material from a textbook or material from school life?** *(material from school life)*
- **Do you need prior knowledge on the topic to answer this type of question?** *(no, all the necessary information can be found in the listening passage)*
- **What is the first step in this integrated campus task?** *(listening and taking notes on the main points)*
- **What points should be included in your notes?** *(the problem and suggestions made or solutions offered; also important reasons for or against the proposed solutions)*

Example Question 5 Listening Passage A

1. Play the audio on  mp3 121. Have students listen and look at **Example Question 5 Listening Passage A** on  pages 285–287 (as you perhaps project it).
2. Ask the following questions to the class as a whole and have students answer orally.



- **What is the problem?** *(Brett is missing economics class because of baseball games)*
- **What solutions does the woman propose?** *(the first solution proposed by the woman is to change to another section of the class on Tuesday, and the man's reaction is noted in parentheses; the second solution from the woman is noted, again with the man's reaction in parentheses; some reasons the speakers discuss for the second suggestion are noted under this suggestion: the man will not have baseball next semester and thus will have more time, the class will be easy because he will be repeating a lot of the material, and he does not pay for his studies by class)*
- **Does the student write detailed, extensive notes?** *(no, only enough detail to remember the problem, solutions, and reasons for or against the solutions)*
- **What did the student use to write the notes?** *(symbols and abbreviations)*

Example Question 5 Listening Passage B




1. Play the audio on  mp3 122. Have students listen and look at **Example Question 5 Listening Passage B** on  pages 287–288 (as you perhaps project it).
2. Ask the following questions to the class as a whole and have students answer orally.

- **What is the problem?** (*whether to take chemistry next trimester*)
- **How did the student label the solutions in the notes?** (*S1 and S2*)
- **Does the student write detailed, extensive notes?** (*no, only enough detail to remember the problem, solutions, and reasons for or against the solutions*)
- **What did the student use to write the notes?** (*symbols and abbreviations*)

SPEAKING EXERCISE 13

 mp3 123–125;  p. 289

The purpose of the exercise is to have students use the information learned in this skill in TOEFL-style questions.

1. Play the audio on  mp3 123. Students should listen to this passage and note the problems discussed, solutions offered, and speakers' reactions.
2. Repeat the process for the second passage ( mp3 124), and the third passage ( mp3 125).

After students complete the exercise, review it with the class as a whole by asking the following questions and having students answer orally. (You may want to replay each passage as you review it.)

- **What problem is discussed?**
- **What solutions are offered?**
- **What reactions do the speakers offer to the solutions?**
- **Did you use symbols and abbreviated words to help you take notes?**

FOLLOW-UP ACTIVITY (OPTIONAL)

Have students complete an activity to reinforce the information that has been presented in this skill. Use **Activity S13B** on **A** pages 103–104 or any activity that you prefer.

ASSIGNMENTS

The purpose of the assignments is to reinforce this skill and to improve general spoken fluency.

1. Assign students to complete **SPEAKING EXERCISE 13** if it was not completed in class.
2. Assign students to listen to part of a television program or song in English and take notes. Have them practice summarizing the main points of the program or song from their notes and record the assignment in their Language Log. For example:

DATE	SECTION	ASSIGNMENT	COMPLETION
12/8	Speaking	To take notes on a television program and summarize it	I watched the television program <i>Face Time</i> . I took notes on the main points of the program, and I practiced summarizing the program.

Speaking Skill 14: USE YOUR NOTES TO PLAN THE RESPONSE FOR SPEAKING QUESTION 5

Materials

Longman Preparation Course for the TOEFL iBT® Test




iBT, 3E


A iBT® Classroom Activities

WARM-UP ACTIVITY (OPTIONAL)

Start the lesson with an activity to introduce the information in this skill. You can use **Activity S14A** on **A** page 105 or any activity that you prefer.


SKILL INTRODUCTION

 pp. 290–293


The purpose of the skill introduction on  pages 290–293 is to introduce the important information in this skill. Go over the introductory material or have students read it on their own, ask the following questions to the class as a whole, and have students answer orally.

- **This is the fifth of six speaking tasks on the TOEFL iBT® test. Is this task independent or integrated?** (*it is an integrated task*)
- **Is an integrated task based on your own ideas or on information from another source?** (*on information from another source*)
- **Which skills are integrated with speaking in this task?** (*listening*)
- **Is this a campus task or an academic task?** (*campus*)
- **What kind of material is covered in this kind of task?** (*material from school life*)
- **What did we discuss in the previous skill?** (*noting the main points in the listening passage*)
- **What will be discussed in this skill?** (*planning the response*)


Example Question 5A

Have students look at **Example Question 5A** on  page 290 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **What must you do if you want to plan your response well?** *(read the question carefully and understand what your response should include)*
- **Should you give your own opinion in the response?** *(yes)*
- **Read the question. What three things will be included in your response?** *(a description of the problem, which solution you think is best, and why)*
- **What is the question really asking?** *(about the main ideas in the listening passage and your opinion about them)*

Have students look at the **NOTES** box on  page 290 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.


- **What is included in this box?** *(notes for the plan)*
- **Have you seen the notes from listening before?** *(yes, in the previous skill)*
- **The question asks about the main points of the listening passage. What does it ask about specifically?** *(the man's problem and which of the two solutions you prefer)*
- **What is the man's problem?** *(he is missing economics classes because of baseball, and his grade is suffering)*
- **What two solutions does the woman offer?** *(change discussion sections or drop the class)*

Have students look at the **PLAN** box on  page 291 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.


- **What is included in this box?** *(a plan for the response)*
- **Where do the ideas from the plan come from?** *(the student's notes)*
- **Should you mention all the points from your notes?** *(no, just those that are relevant to this question)*

- **What is included in the plan?** *(a description of the problem, the solutions the woman offered, and why)*


Example Question 5B

Have students look at **Example Question 5B** on  page 291 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **What must you do if you want to plan your response well?** *(read the question carefully and understand what your response should include)*
- **Should you give your own opinion in the response?** *(yes)*
- **Read the question. What three things will be included in your response?** *(a description of the problem, which solution you think is best, and why)*
- **What is the question really asking?** *(about the main ideas in the listening passage and your opinion about them)*


Have students look at the NOTES box on  page 292 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **What is included in this box?** *(notes for the plan)*
- **Have you seen the notes from listening before?** *(yes, in the previous skill)*
- **The question asks about the main points of the listening passage. What does it ask about specifically?** *(the man's problem and which of the two solutions you prefer)*
- **What is the man's problem?** *(he is debating when to take a particular chemistry class)*
- **How many solutions does the woman offer?** *(two)*

Have students look at the PLAN box on  page 292 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **What is included in this box?** (*a plan for the response*)
- **Where do the ideas from the plan come from?** (*the student's notes*)
- **Should you mention all the points from your notes?** (*no, just those that are relevant to this question*)
- **What is included in the plan?** (*a description of the problem, the solutions the woman offered, and why*)

SPEAKING EXERCISE 14

 p. 293

The purpose of the exercise is to have students use the information learned in this skill in TOEFL-style questions. You can have students complete this exercise in groups to improve general spoken fluency.

1. Put students in groups of 3–4.
2. Have groups look at the notes they took in **SPEAKING EXERCISE 14**.
3. Have groups read each question and discuss how the ideas in the passages are related.
4. Have groups practice creating plans that show how these ideas are related.

After groups complete the exercise, review it with the class as a whole by asking the following questions about each passage.

- **What is the problem?**
- **What solutions are offered?**
- **What is your opinion?**

FOLLOW-UP ACTIVITY (OPTIONAL)

Have students complete an activity to reinforce the information that has been presented in this skill. Use **Activity S14B** on **A** page 106 or any activity that you prefer.

ASSIGNMENTS

The purpose of the assignments is to reinforce this skill and to improve general spoken fluency.


1. Assign students to complete **SPEAKING EXERCISE 14** if it was not completed in class.
2. Assign students to get together with some classmates and talk in English for 30 minutes. (You may want to allow students to discuss anything they want as long as it is in English, or you may want to give them a specific topic to discuss, such as *What kind of music do you enjoy listening to?*). Have students record this assignment in their Language Log. For example:


DATE	SECTION	ASSIGNMENT	COMPLETION
12/10	Speaking	To speak with some classmates in English for 30 minutes	I met with Sara and Juan for 30 minutes in the cafeteria. We discussed that Sara likes more traditional music, while Juan likes to find cutting-edge new artists.


Speaking Skill 15: USE YOUR PLAN TO MAKE THE RESPONSE FOR SPEAKING QUESTION 5

Materials

Longman Preparation Course for the TOEFL iBT® Test

 iBT, 3E



 iBT, 3E mp3


 iBT® Classroom Activities

WARM-UP ACTIVITY (OPTIONAL)

Start the lesson with an activity to introduce the information in this skill. You can use **Activity S15A** on **A** page 107 or any activity that you prefer.

SKILL INTRODUCTION



 mp3 126–127;  pp. 294–298

The purpose of the skill introduction on  pages 294–298 is to introduce the important information in this skill. Go over the introductory material or have students read it on their own, ask the following questions to the class as a whole, and have students answer orally.

- **This is the fifth of six speaking tasks on the TOEFL iBT® test. Is this task independent or integrated?** (*it is an integrated task*)
- **Is an integrated task based on your own ideas or on information from another source?** (*on information from another source*)
- **Which skills are integrated with speaking in this task?** (*listening*)
- **Is this a campus task or an academic task?** (*campus*)
- **What kind of material is covered in this kind of task?** (*material from school life*)
- **What did we discuss in the previous two skills?** (*noting the main points in the listening passage and planning before you speak*)
- **What will be discussed in this skill?** (*making the response*)



Draw students' attention to the chart of useful language and transition phrases, and answer any questions students may have. Do the same with the chart about making responses easier to understand.

Example Question 5A

Have students look at **Example Question 5A** on  page 294 (as you perhaps project it). Then begin the audio on  mp3 126 and have students listen. Ask the following questions to the class as a whole and have students answer orally.

- **What is in the first box?** *(the plan from the first example question in the previous skill)*
- **What is included in the box below that?** *(a response that follows the plan)*
- **Look at the response. Which sentences have the introductory idea?** *(the first two sentences)*
- **What follows the introductory idea?** *(the solution the speaker prefers and why)*
- **Does the response provide all available details about the problem?** *(no, it gives only enough details about the problem for the listener to understand)*
- **What is the significance of the highlighted text in the response?** *(it is showing useful language and transitions used to show how ideas are related and where they came from)*


Example Question 5B

Have students look at **Example Question 5B** on  page 295 (as you perhaps project it). Then begin the audio on  mp3 127 and have students listen. Ask the following questions to the class as a whole and have students answer orally.

- **What is in the first box?** *(the plan from the second example question in the previous skill)*
- **What is included in the box below that?** *(a response that follows the plan)*
- **Look at the response. Which sentence has the introductory idea?** *(the first sentence)*
- **What follows the introductory idea?** *(the solution the speaker prefers and why)*

- **Does the response provide all available details about the problem?** *(no, it gives only enough details about the problem for the listener to understand)*
- **What is the significance of the highlighted text in the response?** *(it is showing useful language and transitions used to show how ideas are related and where they came from)*

SPEAKING EXERCISE 15

 p. 298

The purpose of the exercise is to have students use the information learned in this skill in TOEFL-style questions. You can have students complete this exercise in groups to improve general spoken fluency.

1. Put students in groups of 3–4.
2. Have groups look at the notes they took in **SPEAKING EXERCISE 13** and the plans they created in **SPEAKING EXERCISE 14**.
3. Ask groups to discuss the transitional phrases and other useful language they can use in their responses.
4. Have groups practice responses for the questions in Speaking Skills 13–14.

After groups complete the exercise, review it with the class as a whole.



1. Select groups to present responses in front of the class.
2. Ask the remaining students to take notes on the topic statements, the reasons and supporting points, the conclusion (if one is present), and the transitions and any other useful language in the response.
3. Ask the following questions to the class after each presentation and have students answer orally.

- **Did you hear the topic statement in the response?**
- **Did you hear the main points of the listening passage?**
- **Which transitions did you hear?**



FOLLOW-UP ACTIVITY (OPTIONAL)

Have students complete an activity to reinforce the information that has been presented in this skill. Use **Activity S15B** on **A** pages 108–109 or any activity that you prefer.

SPEAKING REVIEW EXERCISE (Skills 13–15)

 mp3 128–129;  p. 298

The purpose of the exercise is to incorporate three speaking skills in one TOEFL-style exercise.

1. Put students in groups of 4–5.
2. Begin the audio on  mp3 128. Have students listen and take notes on the problems discussed, solutions offered, and speakers' reasons or reactions.
3. Begin the audio on  mp3 129 and have students listen. Then give students 20 seconds to prepare their response and 60 seconds to deliver their answer.

After students complete the exercise, review it with the class as a whole.

1. Select groups to present responses in front of the class.
2. Ask the remaining students to take notes on the topic statement, main points, and transitions and any other useful language in the response.
3. Ask the following questions to the class after each presentation and have students answer orally.

- **Did you hear the topic statement in the response?**
- **Did you hear the main points of the listening passage?**
- **Which transitions did you hear?**

ASSIGNMENTS


The purpose of the assignments is to reinforce this skill and to improve general spoken fluency.

1. Assign students to complete **SPEAKING EXERCISE 15** if it was not completed in class.
2. Assign students to complete **SPEAKING REVIEW EXERCISE 13–15** if it was not completed in class.
3. Assign students to get together with some classmates and talk in English for 30 minutes. (You may want to allow students to discuss anything they want as long as it is in English, or you may want to give them a specific topic to discuss, such as *Which famous person would you have dinner with and why?*).

Have students record this assignment in their Language Log. For example:

DATE	SECTION	ASSIGNMENT	COMPLETION
12/6	Speaking	To speak with some classmates in English for 30 minutes	I met with Juan and Beth for 30 minutes at the mall. We discussed that Beth would have dinner with Nelson Mandela, and Beth would choose Melinda Gates.


SPEAKING QUESTION 6: ACADEMIC INTEGRATED LISTENING AND SPEAKING


Go over the introductory material on  page 299 or have students read it on their own. Answer any questions students may have.


Speaking Skill 16: NOTE THE MAIN POINTS AS YOU LISTEN FOR SPEAKING QUESTION 6

Materials


Longman Preparation Course for the TOEFL iBT® Test

 iBT, 3E



 iBT, 3E mp3


 iBT® Classroom Activities

WARM-UP ACTIVITY (OPTIONAL)

Start the lesson with an activity to introduce the information in this skill. You can use **Activity S16A** on  page 110 or any activity that you prefer.

SKILL INTRODUCTION



 mp3 130–131;  pp. 299–303

The purpose of the skill introduction on  pages 299–303 is to introduce the important information in this skill. Go over the introductory material or have students read it on their own, ask the following questions to the class as a whole, and have students answer orally.

- **This is the sixth of six speaking tasks on the TOEFL iBT® test. Is this task independent or integrated?** (*it is an integrated task*)
- **Is an integrated task based on your own ideas or on information from another source?** (*the answer is based on information from another source*)
- **Which skill is integrated with speaking in this task?** (*listening*)



- **The sixth task is an academic task. Does an academic task contain material from a textbook or material from school life?** *(material from a textbook)*
- **Do you need prior knowledge on the topic to answer this type of?** *(no, all the necessary information can be found in the listening passage)*
- **What is the first step in this integrated academic task?** *(listening and taking notes on the main points)*
- **What points should be included in your notes?** *(the topic, the major points the professor makes, and a few details to help you explain the points when you make your response)*

Example Question 6 Listening Passage A

1. Play the audio on  mp3 130. Have students listen and look at **Example Question 6 Listening Passage A** on  pages 300–301 (as you perhaps project it).
2. Ask the following questions to the class as a whole and have students answer orally.

- **What is the topic?** *(how the Persian Empire moved goods and ideas, which influenced the Greeks, which led to the formation of Western civilization)*
- **What are the two main ideas?** *(trade and communication)*
- **Does the student write detailed, extensive notes?** *(no, only enough detail to remember the topic, main ideas, and important details)*
- **What did the student use to write the notes?** *(symbols and abbreviations)*



Example Question 6 Listening Passage B

1. Play the audio on  mp3 131. Have students listen to the audio and look at **Example Question 6 Listening Passage B** on  pages 301–302 (as you perhaps project it).
2. Ask the following questions to the class as a whole and have students answer orally.




- **What is the topic?** *(SAD, a type of depression)*
- **What are the two main ideas?** *(cause and treatments)*

- **Does the student write detailed, extensive notes?** (*no, only enough detail to remember the topic, main ideas, and important details*)
- **What did the student use to write the notes?** (*symbols and abbreviations*)

SPEAKING EXERCISE 16

 mp3 132–134;  pp. 303–304

The purpose of the exercise is to have students use the information learned in this skill in TOEFL-style questions.

1. Play the audio on  mp3 132. Students should listen to this lecture and note the topic, main ideas, and supporting details.
2. Repeat the process for the second lecture ( mp3 133), and the third lecture ( mp3 134).

After students complete the exercise, review it with the class as a whole by asking the following questions and having students answer orally. (You may want to replay each passage as you review it.)

- **What is the topic of the passage?**
- **What main ideas are discussed?**
- **What important details support these main ideas?**
- **Did you use symbols and abbreviated words to help you take notes?**

FOLLOW-UP ACTIVITY (OPTIONAL)

Have students complete an activity to reinforce the information that has been presented in this skill. Use **Activity S16B** on **A** pages 111–112 or any activity that you prefer.

ASSIGNMENTS

The purpose of the assignments is to reinforce this skill and to improve general spoken fluency.

1. Assign students to complete **SPEAKING EXERCISE 16** if it was not completed in class.

2. Assign students to listen to part of a newscast in English and take notes. Have them practice summarizing the main points of the program or song from their notes and record the assignment in their Language Log. For example:

DATE	SECTION	ASSIGNMENT	COMPLETION
12/12	Speaking	To take notes on a newscast and summarize it	I watched a news report on a major storm. I took notes on the main points of the report, and I practiced summarizing it.

Speaking Skill 17: USE YOUR NOTES TO PLAN THE RESPONSE FOR SPEAKING QUESTION 6

Materials

Longman Preparation Course for the TOEFL iBT® Test



iBT, 3E

A iBT® Classroom Activities


WARM-UP ACTIVITY (OPTIONAL)

Start the lesson with an activity to introduce the information in this skill. You can use **Activity S17A** on **A** page 113 or any activity that you prefer.

SKILL INTRODUCTION




pp. 305–308


The purpose of the skill introduction on  pages 305–308 is to introduce the important information in this skill. Go over the introductory material or have students read it on their own, ask the following questions to the class as a whole, and have students answer orally.

- **This is the sixth of six speaking tasks on the TOEFL iBT® test. Is this task independent or integrated?** (*it is an integrated task*)
- **Is an integrated task based on your own ideas or on information from another source?** (*the answer is based on information from another source*)
- **Which skill is integrated with speaking in this task?** (*listening*)
- **The sixth task is an academic task. Does an academic task contain material from a textbook or material from school life?** (*material from a textbook*)
- **Do you need prior knowledge on the topic to answer this type of?** (*no, all the necessary information can be found in the listening passage*)
- **What did we discuss in the previous skill?** (*listening and taking notes on the main points*)
- **What will be discussed in this skill?** (*planning before you speak*)


Example Question 6A

Have students look at **Example Question 6A** on  pages 305–306 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **What must you do if you want to plan your response well?** *(read the question carefully and understand what your response should include)*
- **Should you give your own opinion in the response?** *(no)*
- **Read the question. What three things will be included in your response?** *(the topic, main points, and supporting details)*
- **What is the question really asking?** *(about the main ideas in the listening passage)*

Have students look at the NOTES box on  page 305 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.


- **What is included in this box?** *(notes for the plan)*
- **Have you seen the notes from listening before?** *(yes, in the previous skill)*
- **The question asks about the main points of the listening passage. What does it ask about specifically?** *(how the Persian Empire made the rapid movement of goods and ideas possible throughout the empire)*
- **Where is this information found?** *(in the listening passage)*
- **What is the question really asking?** *(about the main points of the listening passage)*

Have students look at the PLAN box on  page 306 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.


- **What is included in this box?** *(a plan for the response)*
- **Where do the ideas from the plan come from?** *(the student's notes)*
- **Should you mention all the points from your notes?** *(no, just those that are relevant to this question)*

- **What is included in the plan?** *(the topic, two main ideas, and supporting points)*


Example Question 6B

Have students look at **Example Question 6B** on  pages 306–307 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **What must you do if you want to plan your response well?** *(read the question carefully and understand what your response should include)*
- **Should you give your own opinion in the response?** *(no)*
- **Read the question. What three things will be included in your response?** *(the topic, main points, and supporting details)*
- **What is the question really asking?** *(about the main ideas in the listening passage)*

Have students look at the NOTES box on  page 307 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.


- **What is included in this box?** *(notes for the plan)*
- **Have you seen the notes from listening before?** *(yes, in the previous skill)*
- **The question asks about the main points of the listening passage. What does it ask about specifically?** *(the cause of SAD and treatments for it)*
- **Where is this information found?** *(in the listening passage)*
- **What is the question really asking?** *(about the main points of the listening passage)*

Have students look at the PLAN box on  page 307 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **What is included in this box?** *(a plan for the response)*

- **Where do the ideas from the plan come from?** (*the student's notes*)
- **Should you mention all the points from your notes?** (*no, just those that are relevant to this question*)
- **What is included in the plan?** (*the topic, two main ideas, and supporting points*)

SPEAKING EXERCISE 17

 p. 308

The purpose of the exercise is to have students use the information learned in this skill in TOEFL-style questions. You can have students complete this exercise in groups to improve general spoken fluency.

1. Put students in groups of 3–4.
2. Have groups look at the notes they took in **SPEAKING EXERCISE 16**.
3. Have groups read each question and prepare their responses.

After groups complete the exercise, review it with the class as a whole by asking the following questions about each passage.

- **What is the topic?**
- **What are the main ideas?**
- **What are the supporting details?**

FOLLOW-UP ACTIVITY (OPTIONAL)

Have students complete an activity to reinforce the information that has been presented in this skill. Use **Activity S17B** on **A** pages 114–115 or any activity that you prefer.

ASSIGNMENTS

The purpose of the assignments is to reinforce this skill and to improve general spoken fluency.


1. Assign students to complete **SPEAKING EXERCISE 17** if it was not completed in class.
2. Assign students to get together with some classmates and talk in English for 30 minutes. (You may want to allow students to discuss anything they want as long as it is in English, or you may want to give them a specific topic to discuss, such as *Do you play or watch any sports?*). Have students record this assignment in their Language Log. For example:


DATE	SECTION	ASSIGNMENT	COMPLETION
12/10	Speaking	To speak with some classmates in English for 30 minutes	I met with Ed for Lee for 30 minutes in the cafeteria. We discussed that Ed likes to play and watch basketball, and Lee likes to watch golf.

Speaking Skill 18: USE YOUR PLAN TO MAKE THE RESPONSE FOR SPEAKING QUESTION 6

Materials

Longman Preparation Course for the TOEFL iBT® Test

 iBT, 3E



 iBT, 3E mp3


A iBT® Classroom Activities

WARM-UP ACTIVITY (OPTIONAL)

Start the lesson with an activity to introduce the information in this skill. You can use **Activity S18A** on **A** page 116 or any activity that you prefer.

SKILL INTRODUCTION

 mp3 135–136;  pp. 309–313



The purpose of the skill introduction on  pages 309–313 is to introduce the important information in this skill. Go over the introductory material or have students read it on their own, ask the following questions to the class as a whole, and have students answer orally.

- **This is the sixth of six speaking tasks on the TOEFL iBT® test. Is this task independent or integrated?** (*it is an integrated task*)
- **Is an integrated task based on your own ideas or on information from another source?** (*the answer is based on information from another source*)
- **Which skill is integrated with speaking in this task?** (*listening*)
- **The sixth task is an academic task. Does an academic task contain material from a textbook or material from school life?** (*material from a textbook*)
- **Do you need prior knowledge on the topic to answer this type of?** (*no, all the necessary information can be found in the listening passage*)
- **What did we discuss in the two previous skills?** (*listening and taking notes on the main points, planning before you speak*)

- **What will be discussed in this skill?** *(making the response)*



Draw students' attention to the chart of useful language and transition phrases, and answer any questions students may have. Do the same with the chart discussing making responses easier to understand.

Example Question 6A

Have students look at **Example Question 6A** on  pages 309–310 (as you perhaps project it). Then begin the audio on  mp3 135 and have students listen. Ask the following questions to the class as a whole and have students answer orally.

- **What is in the first box?** *(the plan from the first example question in the previous skill)*
- **What is included in the box below that?** *(a response that follows the plan)*
- **Look at the response. Which sentence has the introductory idea?** *(the first sentence)*
- **What follows the introductory idea?** *(the main ideas and supporting details)*
- **Does the response provide all available details about the policies?** *(no, it gives only enough details about the policies for the listener to understand)*
- **What is the significance of the highlighted text in the response?** *(it is showing useful language and transitions used to show how ideas are related and where they came from)*


Example Question 6B

Have students look at **Example Question 6B** on  pages 310–311 (as you perhaps project it). Then begin the audio on  mp3 136 and have students listen. Ask the following questions to the class as a whole and have students answer orally.

- **What is in the first box?** *(the plan from the second example question in the previous skill)*
- **What is included in the box below that?** *(a response that follows the plan)*
- **Look at the response. Which sentence has the introductory idea?** *(the first sentence)*

- **What follows the introductory idea?** *(the main ideas and supporting details)*
- **Does the response provide all available details about the disorder?** *(no, it gives only enough details about the disorder for the listener to understand)*
- **What is the significance of the highlighted text in the response?** *(it is showing useful language and transitions used to show how ideas are related and where they came from)*

SPEAKING EXERCISE 18

 p. 313

The purpose of the exercise is to have students use the information learned in this skill in TOEFL-style questions. You can have students complete this exercise in groups to improve general spoken fluency.

1. Put students in groups of 3–4.
2. Have groups look at the notes they took in **SPEAKING EXERCISE 16** and the plans they created in **SPEAKING EXERCISE 17**.
3. Ask groups to discuss the transitional phrases and other useful language they can use in their responses.
4. Have groups practice responses for the questions in Speaking Skills 16–17.

After groups complete the exercise, review it with the class as a whole.



1. Select groups to present responses in front of the class.
2. Ask the remaining students to take notes on the topic statements, the reasons and supporting points, the conclusion (if one is present), and the transitions and any other useful language in the response.
3. Ask the following questions to the class after each presentation and have students answer orally.

- **Did you hear the topic statement in the response?**
- **Did you hear the main points of the listening passage?**
- **Which transitions did you hear?**



FOLLOW-UP ACTIVITY (OPTIONAL)

Have students complete an activity to reinforce the information that has been presented in this skill. Use **Activity S18B** on **A** pages 117–119 or any activity that you prefer.

SPEAKING REVIEW EXERCISE (Skills 16–18)

 mp3 137–138;  p. 313

The purpose of the exercise is to incorporate three speaking skills in one TOEFL-style exercise.

1. Put students in groups of 4–5.
2. Begin the audio on  mp3 137. Have students listen and take notes on the topic, main ideas, and supporting details.
3. Begin the audio on  mp3 138 and have students listen. Then give students 20 seconds to prepare their response and 60 seconds to deliver their answer.

After students complete the exercise, review it with the class as a whole.

1. Select individuals to present responses in front of the class.
2. Ask the remaining students to take notes on the topic statement, main points, transitions and any other useful language in the response.
3. Ask the following questions to the class after each presentation and have students answer orally.

- Did you hear the topic statement in the response?
- Did you hear the main points of the listening passage?
- Which transitions did you hear?

ASSIGNMENTS

The purpose of the assignments is to reinforce this skill and to improve general spoken fluency.



1. Assign students to complete **SPEAKING EXERCISE 18** if it was not completed in class.
2. Assign students to complete **SPEAKING REVIEW EXERCISE 16–18** if it was not completed in class.

3. Assign students to get together with some classmates and talk in English for 30 minutes. (You may want to allow students to discuss anything they want as long as it is in English, or you may want to give them a specific topic to discuss, such as *Which famous person would you have dinner with and why?*).


Have students record this assignment in their Language Log. For example:

DATE	SECTION	ASSIGNMENT	COMPLETION
12/6	Speaking	To speak with some classmates in English for 30 minutes	I met with Juan and Beth for 30 minutes at the mall. We discussed that Beth would have dinner with Nelson Mandela, and Beth would choose Melinda Gates.


SPEAKING POST-TEST












<p>Materials</p> <p>Longman Preparation Course for the TOEFL iBT® Test</p> <p> iBT, 3E</p> <p> iBT, 3E mp3</p>

TAKING THE TEST

 mp3 S_DIR_B;  mp3 139–146;  pp. 314–317

You will need an audio player to play the audio. Each student will need a personal recorder to take the test. You may want to have four recorders and test students four at a time by placing each of students in a different corner of the room with a recorder.


Have students turn to  page 314 and show them through the test:


1. Show students the directions on  page 314 ( mp3 S_DIR_B).
2. Show students that they will answer questions 1 through 6 on  pages 314–319. Have students read and complete questions 1 through 2.
3. For question 3, give students 45 seconds to read the notice and take notes. Then play the audio on  mp3 139. Students should listen. Then play the audio on  mp3 140 and have students listen and answer the question.
4. For question 4, give students 45 seconds to read the notice and take notes. Then play the audio on  mp3 141. Students should listen. Then play the audio on  mp3 142 and have students listen and answer the question.
5. For question 5, give students 45 seconds to read the notice and take notes. Then play the audio on  mp3 143. Students should listen. Then play the audio on  mp3 144 and have students listen and answer the question.
6. For question 6, give students 45 seconds to read the notice and take notes. Then play the audio on  mp3 145. Students should listen. Then play the audio on  mp3 146 and have students listen and answer the question.

CORRECTING THE TEST


After students have taken the test, refer to the ANSWER KEY on the website www.pearsonelt.com/TOEFLiBT to correct the test.

ASSESSING SPEAKING SKILLS

 pp. 599–604

After the tests are corrected, have students turn to the chart **SKILL-ASSESSMENT CHECKLIST** on  pages 599–604 to diagnose their errors. Have them go to the column under **POST-TEST** in the chart and check the skills (or tasks) they got correct for each question. Have them note which skills they need to focus on.


COUNTING THE POINTS

 pp. 599–604


After students have diagnosed their errors, have them count their points. All of the questions are worth 1 point each.

SCORING THE TEST

 p. 605

After students have counted their points, have them score their tests. Have them look at the chart **SPEAKING SCORING CRITERIA** on  page 605 to determine their **SPEAKING SCALED SCORE**.

RECORDING THE RESULTS

 pp. 607

After students have determined their listening scaled score, they should record their results on the **SPEAKING TEST RESULTS** chart on  page 607.

SECTION FOUR _____

WRITING

WRITING DIAGNOSTIC PRE-TEST

Materials

Longman Preparation Course for the TOEFL iBT® Test



iBT, 3E



iBT, 3E mp3

TAKING THE TEST

mp3 W_DIR_C; mp3 147-148; pp. 320–322

Have students turn to pages 320–322 and show them through the test:

1. Show students the directions on page 320 (mp3 W_DIR_C).
2. Show students that they will answer questions 1 and 2 on pages 321–322.
3. Have students read the reading passage on page 321 and take notes on the topic and main points.
4. Begin the audio on mp3 147. When the audio prompts you (at the end of mp3 148), stop the audio and time the integrated writing task for 20 minutes.
5. Give students 30 minutes to read question 2 on page 322 and then write their response.

ASSESSING WRITING SKILLS

pp. 609–611


After students have taken the test, have them complete the PRE-TEST columns of the **Skill-Assessment Checklists** on pages 609–611 by putting checkmarks in the appropriate boxes.


SCORING THE TEST

p. 612


After students have counted their points, have them score their tests. Have them look at the chart **WRITING SCORING CRITERIA** on page 612 to determine their **WRITING SCALED SCORE**.


RECORDING THE RESULTS

 p. 614

After students have determined their reading scaled score, they should record their results on the **WRITING TEST RESULTS** chart on  page 614.

ASSIGNMENT AFTER THE TEST

 pp. 323–325

The purpose of the assignment is to introduce students to the Writing section of the TOEFL iBT® test. Assign students to read the **WRITING OVERVIEW** on  pages 323–325 before the next class.

WRITING OVERVIEW

Materials

Longman Preparation Course for the TOEFL iBT® Test



iBT, 3E


WARM-UP ACTIVITY (OPTIONAL)

Start the lesson with an activity to introduce the information in this section. You can ask students to discuss strategies they already use as they write in an academic environment. Also ask students to discuss any issues they have encountered while trying to write in an academic environment.

INTRODUCTION





pp. 323–323

The purpose of this section ( pages 323–323) is to provide an overview of the Writing section of the TOEFL iBT® test. Go over the material or have students read it on their own, ask the following questions to the class as a whole and have students answer orally.

- **What is the fourth and final section on the TOEFL iBT® test?** (*Writing*)
- **How much time will you have to complete the Writing section?** (*50 minutes*)
- **How many tasks does this section of the test have?** (*two, one integrated task and one independent task*)
- **How will you provide your responses?** (*type them directly on the computer*)
- **What is the integrated task?** (*it has a reading passage and a related listening passage; the response will show how the passages are related*)
- **What is the independent task?** (*it has an essay topic, and the ideas in the response come from personal experience*)


STRATEGIES FOR THE INTEGRATED WRITING TASK


 pp. 324

The purpose of this section ( pages 324) is to introduce strategies that will help students on the Writing section of the TOEFL iBT® test. Go over the material or have students read it on their own, ask the following questions to the class as a whole and have students answer orally.

- **What is an integrated writing task?**
- **Have you ever used any of these strategies?**
- **Which of these strategies do you think will be most helpful as you study for and take the TOEFL iBT® test?**
- **Which of these strategies do you think you will need to spend extra time mastering?**

STRATEGIES FOR THE INDEPENDENT WRITING TASK

 p. 325

The purpose of this section ( page 325) is to introduce strategies that will help students on the Writing section of the TOEFL iBT® test. Go over the material or have students read it on their own, ask the following questions to the class as a whole and have students answer orally.

- **What is an independent writing task?**
- **Which skills are integrated with writing in this task?**
- **Have you ever used any of these strategies?**
- **Which of these strategies do you think will be most helpful as you study for and take the TOEFL iBT® test?**
- **Which of these strategies do you think you will need to spend extra time mastering?**

FOLLOW-UP


Remind students to refer to the information presented in this Overview section as they prepare for the TOEFL iBT® test. Doing so will help them study efficiently and focus their efforts.

WRITING QUESTION 1: INTEGRATED TASK

Writing Skill 1: NOTE THE MAIN POINTS AS YOU READ

Materials

Longman Preparation Course for the TOEFL iBT® Test


 iBT, 3E


A iBT® Classroom Activities

WARM-UP ACTIVITY (OPTIONAL)

Start the lesson with an activity to introduce the information in this skill. You can use **Activity W1A** on **A** page 121 or any activity that you prefer.

SKILL INTRODUCTION


 pp. 326–328

The purpose of the skill introduction on  pages 326–328 is to introduce the important information in this skill. Go over the introductory material or have students read it on their own, ask the following questions to the class as a whole, and have students answer orally.

- **This is the first of two writing tasks on the TOEFL iBT® test. Is this task independent or integrated?** (*it is an integrated task*)
- **Is an integrated task based on your own ideas or on information from another source?** (*on information from another source*)
- **Which skills are integrated with writing in this task?** (*reading and listening*)
- **The first task is an academic task rather than a campus task. Does an academic task contain material from a textbook or from school life?** (*material from a textbook*)
- **What is the first step in an integrated academic task?** (*noting the main points of the reading passage*)


Draw students' attention to the tip box in the introductory text and answer any questions students may have.

Example Question 1A

Have students look at **Example Question 1A** on  pages 326–327 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.


- **What is the topic of the reading passage?** *(the benefits of fracking)*
- **What are the main points that support this topic?** *(it has yielded economic gains, it is a safe technology, and it provides a lot of power)*
- **What did the student use to write the notes?** *(symbols and abbreviations)*
- **Where did the student write the notes?** *(on the left side of the paper so that there is room on the right side for the listening notes)*

Example Question 1B

Have students look at **Example Question 1B** on  pages 327–328 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **What is the topic of the reading passage?** *(emotions)*
- **What are the main points that support this topic?** *(emotions are universal and innate, according to Darwin and research by affective scientists; that the same emotions exist in all cultures worldwide; and that people all over use the same ways to express emotions, such as facial expressions and vocalizations)*
- **Are any details provided to support the main points?** *(yes; research shows that people from Great Britain and Africa could understand each other's emotions through their laughter and crying)*
- **What did the student use to write the notes?** *(symbols and abbreviations)*
- **Where did the student write the notes?** *(on the left side of the paper so that there is room on the right side for the listening notes)*

WRITING EXERCISE 1

 pp. 328–330

The purpose of the exercise is to have students use the information learned in this skill in TOEFL-style questions. You can have students complete this exercise in groups to improve general spoken fluency.

1. Put students in groups of 3–4.
2. Have groups read each passage and determine the topic and main points.

After groups complete the exercise, review it with the class as a whole by asking the following questions about each plan and having students answer orally.

- **What is the topic of the passage?**
- **What are the main points that support the topic?**
- **Did you use symbols and abbreviated words to help you take notes more quickly?**

FOLLOW-UP ACTIVITY (OPTIONAL)

Have students complete an activity to reinforce the information that has been presented in this skill. Use **Activity W1B** on **A** pages 122–123 or any activity that you prefer.

ASSIGNMENTS

The purpose of the assignments is to reinforce this skill and to improve general spoken fluency.


1. Assign students to complete **WRITING EXERCISE 1** if it was not completed in class.
2. Assign students to read a newspaper, magazine, or Internet article in English and take notes on the topic and main ideas. Have them practice summarizing the main points of the article from their notes and record the assignment in their Language Log. For example:


DATE	SECTION	ASSIGNMENT	COMPLETION
1/29	Writing	To read an article and take notes on the topic and main points	I read an article on the presidential campaign. I practiced taking notes on the article.

Writing Skill 2: NOTE THE MAIN POINTS AS YOU LISTEN

Materials

Longman Preparation Course for the TOEFL iBT® Test

 iBT, 3E



 iBT, 3E mp3


A iBT® Classroom Activities

WARM-UP ACTIVITY (OPTIONAL)

Start the lesson with an activity to introduce the information in this skill. You can use **Activity W2A** on **A** page 124 or any activity that you prefer.



SKILL INTRODUCTION

 mp3 149–150;  pp. 330–333

The purpose of the skill introduction on  pages 330–333 is to introduce the important information in this skill. Go over the introductory material or have students read it on their own, ask the following questions to the class as a whole, and have students answer orally.



- **This is the first of two writing tasks on the TOEFL iBT® test. Is this task independent or integrated?** (*it is an integrated task*)
- **Is an integrated task based on your own ideas or on information from another source?** (*on information from another source*)
- **Which skills are integrated with writing in this task?** (*reading and listening*)
- **The first task is an academic task rather than a campus task. Does an academic task contain material from a textbook or from school life?** (*material from a textbook*)
- **What did we discuss in the previous skill?** (*noting the main points of the reading passage*)
- **What will be discussed in this skill?** (*noting the main points of a listening passage*)

Example Question 1A

1. Play the audio on  mp3 149. Have students listen and look at **Example Question 1A** on  pages 330–331 (as you perhaps project it).
2. Ask the following questions to the class as a whole and have students answer orally.

- **What is the topic of the listening passage?** (*fracking is not beneficial and is controversial and negative*)
- **What are the main points that support this topic?** (*it has negatively affected state and local economies, only to the industry; it is not a safe technology; although natural gas provides more power at the present time, it is only because solar and wind power are new; the supply is depleting, and renewable energy is necessary for the future*)
- **What did the student use to write the notes?** (*symbols and abbreviations*)
- **Where did the student write the notes?** (*on the right side of the paper because the notes from the reading passage are on the left side*)



Example Question 1B

1. Play the audio on  mp3 150. Have students listen and look at **Example Question 1B** on  pages 332–333 (as you perhaps project it).
2. Ask the following questions to the class as a whole and have students answer orally.




- **What is the topic of the listening passage?** (*emotions are not innate*)
- **What are the main points that support this topic?** (*the broad consensus of scientists that believe emotions are innate is exaggerated, and there are aspects of emotion that are socially constructed and vary across cultures; emotions are not expressed the same in all cultures; Japan's emotions of interdependence and connectedness have no parallels in the west; there are problems with the study that found facial expressions and vocalizations universal; only two emotions were investigated, and without other emotions such as guilt and love, the study's conclusion cannot be proven*)
- **What did the student use to write the notes?** (*symbols and abbreviations*)

- **Where did the student write the notes?** (*on the right side of the paper because the notes from the reading passage are on the left side*)

WRITING EXERCISE 2

 mp3 151–153;  pp. 334–335

The purpose of the exercise is to have students use the information learned in this skill in TOEFL-style questions.

1. Begin the audio on  mp3 151. Students should listen to the first passage and note the topic and main points.
2. Do the same for the second passage ( mp3 152) and the third passage ( mp3 153).

After students complete the exercise, review it with the class as a whole by asking the following questions and having students answer orally. (You may want to replay each passage as you review it.)

- **What is the topic of the passage?**
- **What are the main points that support the topic?**
- **Did you use symbols and abbreviated words to help you take notes?**

FOLLOW-UP ACTIVITY (OPTIONAL)

Have students complete an activity to reinforce the information that has been presented in this skill. Use **Activity W2B** on **A** pages 125–126 or any activity that you prefer.

ASSIGNMENTS

The purpose of the assignments is to reinforce this skill and to improve general spoken fluency.

1. Assign students to complete **WRITING EXERCISE 2** if it was not completed in class.
2. Assign students to listen to part of a newscast in English and take notes on the topic and main ideas. Have them practice summarizing the main points of the article from their notes and record the assignment in their Language Log. For example:

DATE	SECTION	ASSIGNMENT	COMPLETION
2/5	Writing	To listen to a newscast and take notes on the topic and main points	I listened to a new report on my favorite sports team. I practiced taking notes on the report.

Writing Skill 3: PLAN A POINT-BY-POINT RESPONSE USING YOUR NOTES

Materials

Longman Preparation Course for the TOEFL iBT® Test



iBT, 3E

A iBT® Classroom Activities


WARM-UP ACTIVITY (OPTIONAL)

Start the lesson with an activity to introduce the information in this skill. You can use **Activity W3A** on **A** page 127 or any activity that you prefer.

SKILL INTRODUCTION




pp. 335–340


The purpose of the skill introduction on  pages 335–340 is to introduce the important information in this skill. Go over the introductory material or have students read it on their own, ask the following questions to the class as a whole, and have students answer orally.

- **This is the first of two writing tasks on the TOEFL iBT® test. Is this task independent or integrated?** (*it is an integrated task*)
- **Is an integrated task based on your own ideas or on information from another source?** (*on information from another source*)
- **Which skills are integrated with writing in this task?** (*reading and listening*)
- **The first task is an academic task rather than a campus task. Does an academic task contain material from a textbook or from school life?** (*material from a textbook*)
- **What did we discuss in the previous two skills?** (*noting the main points of the reading passage and the main points of the listening passage*)
- **What will be discussed in this skill?** (*planning a point-by-point response*)
- **What is one efficient way to organize your notes when you are planning your response?** (*an outline*)

Example Question 1A

Have students look at **Example Question 1A** on  pages 336–337 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **Where will you find the information to answer this question?** *(from the notes taken on the first reading passage example in Skill 1 and the first listening passage example in Skill 2)*
- **What must you do if you want to plan your response well?** *(read the question carefully and understand what your response should include)*
- **Should you give your own opinion in the response?** *(no)*
- **Read the question. What will the topic of your response be?** *(fracking and its benefits and drawbacks)*
- **The question refers to “the lecture” and “the reading.” What is the question really asking?** *(how the ideas in the reading passage and the ideas in the listening passage are related)*

Have students look at the NOTES box on  page 336 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.


- **What is included in this box?** *(notes for the plan)*
- **Have you seen the notes from the reading and the notes from the listening before?** *(yes, in previous skills)*
- **The question asks how the ideas in the two passages are related, so it is important to think about the overall relationship between the two passages. How are the two passages related overall?** *(the reading passage is about a technique [fracking] and the benefits of using this method; the listening passage challenges the ideas in the reading passage)*

Have students look at the PLAN box on  page 337 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.


- **What is included in this box?** *(a plan for the response)*
- **Where do the ideas from the plan come from?** *(the student's notes)*

- **Should you mention all the points from your notes?** *(no, just those that are relevant to this question)*
- **What is included in the plan?** *(the topic from the listening notes and information from the reading notes to further define it; examples)*

Example Question 1B


Have students look at **Example Question 1B** on  pages 338–339 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **Where will you find the information to answer this question?** *(from the notes taken on the second reading passage example in Skill 1 and the second listening passage example in Skill 2)*
- **What must you do if you want to plan your response well?** *(read the question carefully and understand what your response should include)*
- **Should you give your own opinion in the response?** *(no)*
- **Read the question. What will the topic of your response be?** *(emotions; similar around the world or vary from culture to culture)*
- **The question refers to “the lecture” and “the reading.” What is the question really asking?** *(how the ideas in the reading passage and the ideas in the listening passage are related)*

Have students look at the NOTES box on  page 338 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.


- **What is included in this box?** *(notes for the plan)*
- **Have you seen the notes from reading and the notes from listening before?** *(yes, in previous skills)*
- **The question asks how the ideas in the two passages are related, so it is important to think about the overall relationship between the two passages. How are the two passages related overall?** *(the reading passage describes similarities in emotions)*

from culture to culture, and the listening passage describes situations when emotions differ from culture to culture; the listening passage casts doubt on the conclusion in the reading passage by showing that emotions are not innate or universal)

Have students look at the PLAN box on  page 339 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **What is included in this box?** (*a plan for the response*)
- **Where do the ideas from the plan come from?** (*the student's notes*)
- **Should you mention all the points from your notes?** (*no, just those that are relevant to this question*)
- **What is included in the plan?** (*the topic from the listening notes and information from the reading notes to further define it; examples*)

WRITING EXERCISE 3

 p. 340

The purpose of the exercise is to have students use the information learned in this skill in TOEFL-style questions. You can have students complete this exercise in groups to improve general spoken fluency.

1. Put students in groups of 3–4.
2. Have groups look at the notes they took in **WRITING EXERCISE 1** and **WRITING EXERCISE 2**.
3. Have groups read each question and discuss how the ideas in the passages are related.
4. Have groups practice creating plans that show how these ideas are related.

After groups complete the exercise, review it with the class as a whole by asking the following questions about each passage.

- **How are the ideas in the two passages related?**
- **What is your topic statement?**
- **What main points will you include?**

- Does your topic statement show the relationship between the two passages?

FOLLOW-UP ACTIVITY (OPTIONAL)

Have students complete an activity to reinforce the information that has been presented in this skill. Use **Activity W3B** on **A** pages 128–129 or any activity that you prefer.

ASSIGNMENTS

The purpose of the assignments is to reinforce this skill and to improve general spoken fluency.

1. Assign students to complete **WRITING EXERCISE 3** if it was not completed in class.
2. Assign students to write on a topic for 15 minutes. (You may want to allow students to write anything they want as long as it is in English, or you may want to give them a specific topic to write about, such as *What part of the TOEFL iBT® Test do you like best, and why?*). Ask students to record the assignment in their Language Log. For example:

DATE	SECTION	ASSIGNMENT	COMPLETION
2/9	Writing	To write for 15 minutes on a topic	I wrote for 15 minutes on the Reading section of the test. This part of the test is enjoyable for me because I like reading and showing I know about what I read.

Writing Skill 4: WRITE A POINT-BY-POINT RESPONSE USING YOUR PLAN

Materials

Longman Preparation Course for the TOEFL iBT® Test




iBT, 3E


A iBT® Classroom Activities

WARM-UP ACTIVITY (OPTIONAL)

Start the lesson with an activity to introduce the information in this skill. You can use **Activity W4A** on **A** page 130 or any activity that you prefer.

SKILL INTRODUCTION


 pp. 340–342

The purpose of the skill introduction on  page 340 is to introduce the important information in this skill. Go over the introductory material or have students read it on their own, ask the following questions to the class as a whole, and have students answer orally.

- **This is the first of two writing tasks on the TOEFL iBT® test. Is this task independent or integrated?** (*it is an integrated task*)
- **Is an integrated task based on your own ideas or on information from another source?** (*on information from another source*)
- **Which skills are integrated with writing in this task?** (*reading and listening*)
- **The first task is an academic task rather than a campus task. Does an academic task contain material from a textbook or from school life?** (*material from a textbook*)
- **What did we discuss in the previous three skills?** (*noting the main points of the reading passage and the main points of the listening passage, planning a point-by-point response*)
- **What will be discussed in this skill?** (*writing a point-by-point essay*)


- **How many paragraphs are there in a point-by-point essay?** (*five*)
- **What should be first in your essay?** (*an overall topic statement paragraph that shows how the information in the reading passage and the information in the listening passage are related*)
- **What comes next?** (*three body paragraphs, each focusing on one main point from the listening passage and one main point from the reading passage and explaining how they are related*)
- **What comes next?** (*a short conclusion paragraph*)
- **What terminology from the question should you use in the body of your essay?** (*"casts doubt on," "challenges," "opposes," "addresses," "supports," "strengthens," "answers," "solves"*)

Example Question 1A

Have students look at **Example Question 1A** on  page 341 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **Have you seen these notes before?** (*yes, in the skill 3*)
- **It is important to begin a response with a topic statement. What does a topic statement show?** (*how the ideas in the reading and listening passages are related*)
- **Should a topic statement be specific or general?** (*general*)
- **What part of the plan does the writer use as a basis for the body paragraphs?** (*the main points*)
- **What terminology from the question does the writer use?** (*"challenges"*)


Example Question 1B

Have students look at **Example Question 1B** on  page 342 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **Have you seen this plan before?** (*yes, in the previous skill*)

- **It is important to begin a response with a topic statement. What does a topic statement show?** (*how the ideas in the reading and listening passages are related*)
- **Should a topic statement be specific or general?** (*general*)
- **What part of the plan does the writer use as a basis for the body paragraphs?** (*the main points*)
- **What terminology from the question does the writer use?** (*"casts doubt on"*)

WRITING EXERCISE 4

 p. 343

The purpose of the exercise is to have students use the information learned in this skill in TOEFL-style questions. You can have students complete this exercise in groups to improve general spoken fluency.

1. Put students in groups of 3–4.
2. Have groups look at the notes they took in **WRITING EXERCISE 3**.
3. Have groups look at each item and write body paragraphs.

After groups complete the exercise, review it with the class as a whole by asking the following questions about each passage.

- **What main points did you include?**
- **Does each paragraph detail a main point from the lecture and its related point from the reading?**

FOLLOW-UP ACTIVITY (OPTIONAL)

Have students complete an activity to reinforce the information that has been presented in this skill. Use Activity W4B on A page 131 or any activity that you prefer.

ASSIGNMENTS

The purpose of the assignments is to reinforce this skill and to improve general spoken fluency.

1. Assign students to complete **WRITING EXERCISE 4** if it was not completed in class.
2. Assign students to write on a topic for 15 minutes. (You may want to allow students to write anything they want as long as it is in English, or you may want to give them a specific topic to write about, such as *What part of the TOEFL iBT® test do you like best, and why?*). Ask students to record the assignment in their Language Log. For example:

DATE	SECTION	ASSIGNMENT	COMPLETION
2/13	Writing	To write for 15 minutes on a topic	I wrote for 15 minutes on the Reading section of the test. This part of the test is enjoyable for me because I like reading and showing I know about what I read.

Writing Skill 5: USE AN ALTERNATIVE METHOD TO WRITE YOUR RESPONSE: BLOCK METHOD

Materials

Longman Preparation Course for the TOEFL iBT® Test




iBT, 3E


A iBT® Classroom Activities

WARM-UP ACTIVITY (OPTIONAL)

Start the lesson with an activity to introduce the information in this skill. You can use **Activity W5A** on **A** page 132 or any activity that you prefer.

SKILL INTRODUCTION


 pp. 343–345

The purpose of the skill introduction on  pages 343–345 is to introduce the important information in this skill. Go over the introductory material or have students read it on their own, ask the following questions to the class as a whole, and have students answer orally.


- **How many writing tasks are there on the TOEFL iBT® test?** *(two)*
- **Are we working on the first task or the second task?** *(the first)*
- **Is this task independent or integrated?** *(it is an integrated task)*
- **Which skills are integrated with writing in this task?** *(reading and listening)*
- **The first task is an academic task rather than a campus task. Does an academic task contain material from a textbook or from school life?** *(material from a textbook)*
- **What did we discuss in the previous three skills?** *(noting the main points of the reading passage and the main points of the listening passage, planning a point-by-point response)*
- **What will be discussed in this skill?** *(writing a different kind of essay—using the block method)*

- **What should be first in your block essay?** *(an overall topic statement paragraph that tells the topics of each passage and how the information in the reading passage and the information in the listening passage are related)*
- **What comes next?** *(a body paragraph that discusses the three main points from the reading passage)*
- **What comes next?** *(a body paragraph that discusses the three main points from the listening passage and how they address or answer the points from the reading passage)*
- **What comes next?** *(a short conclusion paragraph—if time permits—that summarizes the essay)*
- **What terminology from the question should you use in the body of your essay?** *(“casts doubt on,” “challenges,” “opposes,” “addresses,” “supports,” “strengthens,” “answers,” “solves”)*

Example Question 1B

Have students look at the NOTES box on  page 344 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.


- **What is included in this box?** *(notes for the response)*
- **What is included in the notes?** *(information from the reading passage and the listening passage on each passage’s topic and main ideas)*
- **How does the reading passage relate to the listening passage?** *(the reading passage describes similarities in emotions from culture to culture that lead to the conclusion that emotions are universal and innate, and the listening passage describes situations when emotions differ from culture to culture; the listening passage casts doubt on the conclusion in the reading passage by showing that emotions are not always similar from culture to culture and therefore are learned, not innate)*

Have students look at the PLAN box on  page 345 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **What is included in this box?** *(a plan for the response)*
- **Where do the ideas from the plan come from?** *(the student’s notes)*

- **What is included in the plan?** (*a sample topic statement and paragraphs that use the block method to compare the reading passage and the listening passage*)

WRITING EXERCISE 5

 p. 346

The purpose of the exercise is to have students use the information learned in this skill in TOEFL-style questions. You can have students complete this exercise in groups to improve general spoken fluency.

1. Put students in groups of 3–4.
2. Have groups look at each item and write block method paragraphs.

After groups complete the exercise, review it with the class as a whole by asking the following questions about each passage.

- **What was your topic statement?**
- **Did the first paragraph detail the main points from the reading?**
- **Did the second paragraph detail the main points from the listening and how they address or answer the points from the reading passage?**

FOLLOW-UP ACTIVITY (OPTIONAL)

Have students complete an activity to reinforce the information that has been presented in this skill. Use **Activity W5B** on **A** page 133 or any activity that you prefer.

ASSIGNMENTS

The purpose of the assignments is to reinforce this skill and to improve general spoken fluency.

1. Assign students to complete **WRITING EXERCISE 5** if it was not completed in class.
2. Assign students to write on a topic for 15 minutes. (You may want to allow students to write anything they want as long as it is in English, or you may want to give them a specific topic to write about, such as *What is your ideal vacation location, and why?*). Ask students to record the assignment in their Language Log. For example:

DATE	SECTION	ASSIGNMENT	COMPLETION
2/14	Writing	To write for 15 minutes on a topic	I wrote for 15 minutes on my favorite vacation location. I would like to go somewhere warm and sunny with a great beach.

Writing Skill 6: WRITE A TOPIC STATEMENT AND CONCLUSION

Materials

Longman Preparation Course for the TOEFL iBT® Test



iBT, 3E

A iBT® Classroom Activities


WARM-UP ACTIVITY (OPTIONAL)

Start the lesson with an activity to introduce the information in this skill. You can use **Activity W6A** on **A** page 134 or any activity that you prefer.

SKILL INTRODUCTION




pp. 346–348

The purpose of the skill introduction on  pages 346–348 is to introduce the important information in this skill. Go over the introductory material or have students read it on their own, ask the following questions to the class as a whole, and have students answer orally.

- **How many writing tasks are there on the TOEFL iBT® test?** *(two)*
- **Are we working on the first task or the second task?** *(the first)*
- **Is this task independent or integrated?** *(it is an integrated task)*
- **Which skills are integrated with writing in this task?** *(reading and listening)*
- **As you are planning your response, what should you think about?** *(how the ideas in the reading passage and the listening passage are related)*
- **How might the ideas in the two passages be related?** *(the ideas in the listening passage might support the ideas in the reading passage, cast doubt on them, or contrast with them)*
- **Where should your topic statement be?** *(at the beginning of your response)*


- **What should your topic statement tell the reader?** *(a brief definition of the topic that is being discussed and how the topic of the reading passage and the topic of the listening passage are related)*
- **What terminology from the question should you use in your topic statement?** *(“casts doubt on,” “challenges,” “opposes,” “addresses,” “supports,” “strengthens,” “answers,” “solves”)*
- **Is a conclusion necessary in your essay?** *(no, but it can be included if time permits)*
- **What should you include in your conclusion?** *(a brief summary of the main points or a paraphrase of the topic statement)*
- **What will we be discussing in this skill?** *(writing a topic statement and a conclusion)*

Example Question 1A

Have students look at **Example Question 1A** on  page 346 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.


- **It is important to begin a response with a topic statement. What does a topic statement show?** *(how the ideas in the reading and listening passages are related)*
- **Should a topic statement be specific or general?** *(general)*
- **What is the topic of the reading passage?** *(the benefits of fracking)*
- **What is the topic of the listening passage?** *(the drawbacks of fracking)*
- **Does the topic statement include all the details about the topic?** *(no, it gives an overall idea)*
- **What special terminology does the topic statement include?** *(“challenge” from the question)*

Example Question 1B

Have students look at **Example Question 1B** on  page 347 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.


- **It is important to begin a response with a topic statement. What does a topic statement show?** (*how the ideas in the reading and listening passages are related*)
- **Should a topic statement be specific or general?** (*general*)
- **What is the topic of the reading passage?** (*emotions are innate*)
- **What is the topic of the listening passage?** (*emotions are not innate*)
- **Does the topic statement include all the details about the topic?** (*no, it gives an overall idea*)
- **What special terminology does the topic statement include?** (*“cast doubt on” from the question*)

Conclusion Examples

Have students look at the conclusion examples on  page 348 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.


- **Is a conclusion necessary?** (*no*)
- **When should you include a conclusion in your essay?** (*if time permits*)
- **What should you include in your conclusion?** (*a short summary of your writing or a paraphrase of your topic statement*)

WRITING EXERCISE 6

 p. 349

The purpose of the exercise is to have students use the information learned in this skill in TOEFL-style questions. You can have students complete this exercise in groups to improve general spoken fluency.

1. Put students in groups of 3–4.

2. Have groups look at the plans they created in **WRITING EXERCISE 3** (on  page 340).
3. Ask groups to prepare topic statements that address the question. Point out that the first few words of the topic statements are provided.
4. Have groups discuss the topic statements they have created.

After groups complete the exercise, review it with the class as a whole by asking the following questions about each passage.

- **What were your topic statements?**
- **Do the topic statements show how the ideas in the two passages are related?**
- **Are the topic statements general rather than specific?**

FOLLOW-UP ACTIVITY (OPTIONAL)

Have students complete an activity to reinforce the information that has been presented in this skill. Use **Activity W6B** on **A** pages 135–136 or any activity that you prefer.

ASSIGNMENTS

The purpose of the assignments is to reinforce this skill and to improve general spoken fluency.

1. Assign students to complete **WRITING EXERCISE 6** if it was not completed in class.
2. Assign students to read a newspaper or magazine article in English and take notes on the main points of the article. Have them write a brief summary from the notes and record the assignment in their Language Log. For example:

DATE	SECTION	ASSIGNMENT	COMPLETION
2/18	Writing	To read an article, take notes on it, and write a summary from the notes	I read a newspaper article on the new subway line. I took notes on the article and wrote a summary that contained 82 words.

Writing Skill 7: REVIEW SENTENCE STRUCTURE

Materials

Longman Preparation Course for the TOEFL iBT® Test




iBT, 3E


A iBT® Classroom Activities

WARM-UP ACTIVITY (OPTIONAL)

Start the lesson with an activity to introduce the information in this skill. You can use **Activity W7A** on **A** page 137 or any activity that you prefer.


SKILL INTRODUCTION

 p. 350


The purpose of the skill introduction on  page 350 is to introduce the important information in this skill. Go over the introductory material or have students read it on their own, ask the following questions to the class as a whole, and have students answer orally.

- **We've been working on the first of two writing tasks on the TOEFL iBT® test. What kind of task is this?** (*it is an integrated task*)
- **What is integrated with writing in this task?** (*reading and listening*)
- **What is included in an integrated writing task response?** (*a topic statement, information on the reading passage, and information on the listening passage*)
- **What is it important to do after you have written your response?** (*review it to make sure it is correct*)
- **Today we are going to review the sentence structure to make sure that it is correct. What are the three kinds of sentence structures?** (*simple, compound, complex*)
- **Is it best to have one kind of sentence structure in your writing or a variety?** (*a variety*)


Examples

Have students look at the first example sentence on  page 350 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **Does this sentence have a subject?** (yes, “theory”)
- **Does this sentence have a verb?** (yes, “was developed”)
- **Is this sentence correct or incorrect?** (incorrect)
- **Why is this sentence incorrect, even though it has a subject and a verb?** (because of the subordinate connector “Since”)
- **How could this sentence be corrected?** (“since” could be omitted)

Have students look at the second example sentence on  page 350 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.


- **What are the subjects and verbs in this sentence?** (“reading passage explains” and “listening passage discusses”)
- **What are these groups of words with subjects and verbs called?** (main clauses)
- **How are these subjects and verbs, or main clauses, connected?** (with a comma)
- **Is this sentence correct or incorrect?** (incorrect)
- **Why is this sentence incorrect?** (because a comma cannot be used to connect main clauses)
- **How could this sentence be corrected?** (“and” could be added following the comma)

Have students look at the third example sentence on  page 350 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **What are the subjects and verbs in this sentence?** (the subject is “issue,” and the subject and verb “it is”)
- **Is this sentence correct or incorrect?** (incorrect)

- **Why is this sentence incorrect?** (*because the verb “is” has two subjects, “issue” and “it”*)
- **How could this sentence be corrected?** (*by omitting “it”*)

WRITING EXERCISE 7

 pp. 350–351

The purpose of the exercise is to have students use the information learned in this skill in TOEFL-style questions. You can have students complete this exercise in groups to improve general spoken fluency.

1. Put students in groups of 3–4.
2. Have groups look for errors in sentence structure in each paragraph.
3. Have groups discuss the errors they found and possible ways to correct them.

After groups complete the exercise, review it with the class as a whole by asking the following questions about each paragraph.

- **What were the errors?**
- **How do you think you can correct them?**

FOLLOW-UP ACTIVITY (OPTIONAL)

Have students complete an activity to reinforce the information that has been presented in this skill. Use **Activity W7B** on **A** page 138 or any activity that you prefer.

ASSIGNMENTS

The purpose of the assignments is to reinforce this skill and to improve general spoken fluency.

1. Assign students to complete **WRITING EXERCISE 7** if it was not completed in class.
2. Give students a topic. (You may want to allow students to write anything they want as long as it is in English, or you may want to give them a specific topic to write about, such as *Is it better to say exactly what you are thinking or keep your thoughts to yourself, and why?*) Assign students to get together with some classmates and write several paragraphs on this topic. Have students count the number of simple,


compound, and complex sentences in the paragraphs. Have them record this assignment in their Language Log. For example:


DATE	SECTION	ASSIGNMENT	COMPLETION
2/22	Writing	To get together with other students, write several paragraphs together, and count the kinds of sentences	I met with Yoko and Thomas. We decided that it is usually better to say exactly what we think. We wrote three paragraphs together and counted the kinds of sentences. We had six simple sentences, one compound sentence, and two complex sentences. We decided we want fewer simple sentences.


Writing Skill 8: REVIEW GRAMMAR

Materials

Longman Preparation Course for the TOEFL iBT® Test

 iBT, 3E


 iBT, 3E mp3


 iBT® Classroom Activities

WARM-UP ACTIVITY (OPTIONAL)

Start the lesson with an activity to introduce the information in this skill. You can use **Activity W8A** on **A** pages 139–140 or any activity that you prefer.


SKILL INTRODUCTION

 p. 351

The purpose of the skill introduction on  page 351 is to introduce the important information in this skill. Go over the introductory material or have students read it on their own, ask the following questions to the class as a whole, and have students answer orally.


- **We've been working on the first of two writing tasks on the TOEFL iBT® test. What kind of task is this?** (*it is an integrated task*)
- **What is integrated with writing in this task?** (*reading and listening*)
- **What is included in an integrated writing task response?** (*a topic statement, information on the reading passage, and information on the listening passage*)
- **What is it important to do after you have written your response?** (*review it to make sure it is correct*)
- **What did we review in the last skill?** (*sentence structure*)
- **What are we going to review today?** (*grammar*)

Example

Have students look at the example sentence on  page 350 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **Can you see any grammatical errors in this sentence?**
(yes) **How many?** (two)
- **Which is the first word that is incorrect?** (“exist”)
- **Why is “exist” incorrect?** (the verb “exist” is incorrect because it does not agree with the subject “phenomenon”)
- **Is the subject “phenomenon” singular or plural?**
(singular)
- **Is the verb “exist” singular or plural?** (plural)
- **How can you correct this error?** (change “exist” to “exists”)
- **Which is the second word that is incorrect?** (“it’s”)
- **Why is “it’s” incorrect?** (“it’s” means “it is”)
- **How can you correct this error?** (change the subject and verb “it’s” to the possessive adjective “its”)

WRITING EXERCISE 8

 p. 351–352

The purpose of the exercise is to have students use the information learned in this skill in TOEFL-style questions. You can have students complete this exercise in groups to improve general spoken fluency.

1. Put students in groups of 3–4.
2. Have groups look for grammatical errors in each paragraph.
3. Have groups discuss the errors they found and possible ways to correct them.

After groups complete the exercise, review it with the class as a whole by asking the following questions about each paragraph.

- **What were the errors?**
- **How do you think you can correct them?**



FOLLOW-UP ACTIVITY (OPTIONAL)

Have students complete an activity to reinforce the information that has been presented in this skill. Use **Activity W8B** on **A** page 141 or any activity that you prefer.

WRITING REVIEW EXERCISE (Skills 1–8)

 mp3 154–155;  pp. 352–353

The purpose of the writing review exercise is to incorporate all of the writing skills taught up to this point in one TOEFL-style exercise.

1. Put students in groups of 3–4.
2. Have students take notes individually on the topic and main points of the reading passage.
3. Ask groups to compare and discuss their notes on the reading passage.
4. Begin the audio on  mp3 154. Students should listen to the audio and take notes individually on the topic and main points.
5. Ask groups to compare and discuss their notes on the listening passage.
6. Play the audio on  mp3 155 and also have groups read and discuss the question.
7. Give students 20 minutes to plan and write their response.

After groups complete the exercise, review it with the class as a whole by asking the following questions about each paragraph.

- **Look at the topic statement you wrote. Does it include the topic of the reading passage? Does it include the topic of the listening passage? Does it show the relationship between the two passages?**
- **Look at the supporting paragraph on reading that you wrote. Does it include the topic of the reading passage? Does it include the main points of the reading passage?**
- **Look at the supporting paragraph on listening that you wrote. Does it include the topic of the listening passage? Does it include the main points of the listening passage? Does it refer to the main points of the reading passage?**
- **Does your summary show how the lecture casts doubt on the information presented in the reading passage?**

ASSIGNMENTS

The purpose of the assignments is to reinforce this skill and to improve general spoken fluency.

1. Assign students to complete WRITING EXERCISE 8 if it was not completed in class.
2. Assign students to complete WRITING REVIEWS EXERCISE (Skills 1–8) if it was not completed in class.
3. Give students a topic. (You may want to allow students to write anything they want as long as it is in English, or you may want to give them a specific topic to write about, such as What is your favorite movie, and why?) Assign students to get together with some classmates and check for grammatical errors. Have them record this assignment in their Language Log. For example:


DATE	SECTION	ASSIGNMENT	COMPLETION
2/22	Writing	To get together with other students, write several paragraphs together, and count the kinds of sentences	I met with Yoko and Thomas. We each wrote about our favorite movie and then checked for errors in our writing.

WRITING QUESTION 2: INDEPENDENT TASK

Writing Skill 9: DECODE THE ESSAY PROMPTS

Materials

Longman Preparation Course for the TOEFL iBT® Test


 iBT, 3E


A iBT® Classroom Activities

WARM-UP ACTIVITY (OPTIONAL)

Start the lesson with an activity to introduce the information in this skill. You can use **Activity W9A** on **A** page 142 or any activity that you prefer.


SKILL INTRODUCTION

 pp. 353–355

The purpose of the skill introduction on  pages 353–355 is to introduce the important information in this skill. Go over the introductory material or have students read it on their own, ask the following questions to the class as a whole, and have students answer orally.

- **This is the second of two writing tasks on the TOEFL iBT® test. Is this task independent or integrated?** (*it is an independent task*)
- **Is an integrated task based on your own ideas or on information from another source?** (*on my own ideas*)
- **What is the first step in an independent task?** (*decoding the essay prompt and determining how to write an outline*)


Example Essay Topic Question 2

Have students look at the example essay topic on  page 353 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **What is this question asking you to do?** (*give an opinion*)

- **What verbs are used?** (*“agree” and “disagree”*) **So what do you need to do?** (*decide if you agree or disagree with the statement*)
- **What key words are important to help you determine the topic of this essay?** (*“smartphones,” “social networks,” “destroyed,” “communication,” and “friends and family”*)
- **What types of essay questions should you look for when decoding the prompt?** (*opinion, preference, hypothetical, explain/describe, comparison/advantages*)

WRITING EXERCISE 9

 pp. 355–357

The purpose of the exercise is to have students use the information learned in this skill in TOEFL-style questions. You can have students complete this exercise in groups to improve general spoken fluency.

1. Put students in groups of 3–4.
2. Have groups complete the task.

After groups complete the exercise, review it with the class as a whole by asking the following questions about each paragraph.

- **What was the verb?**
- **What were the key words that helped you determine the topic?**
- **What type of essay question is this?**

FOLLOW-UP ACTIVITY (OPTIONAL)

Have students complete an activity to reinforce the information that has been presented in this skill. Use **Activity W9B** on **A** page 143 or any activity that you prefer.

ASSIGNMENTS

The purpose of the assignments is to reinforce this skill and to improve general spoken fluency.

1. Assign students to complete **WRITING EXERCISE 9** if it was not completed in class.
2. Give students three questions, for example, What kinds of programs do you like to watch on television, and why? Which family member has influenced you the most, and what are some examples of this? Do you prefer easy classes with little work or hard classes with lots of work, and why? Assign students to decode the essay prompt for each of these questions. Have them record this assignment in their Language Log. For example:

DATE	SECTION	ASSIGNMENT	COMPLETION
2/22	Writing	To decode the essay prompt for three questions	I decoded the essay prompts for three questions. I determined the verbs, key words, and type of question.

Writing Skill 10: PLAN BEFORE YOU WRITE: OUTLINING

Materials

Longman Preparation Course for the TOEFL iBT® Test



iBT, 3E

A iBT® Classroom Activities


WARM-UP ACTIVITY (OPTIONAL)

Start the lesson with an activity to introduce the information in this skill. You can use **Activity W10A** on **A** page 144 or any activity that you prefer.

SKILL INTRODUCTION




pp. 357–359

The purpose of the skill introduction on  pages 356–359 is to introduce the important information in this skill. Go over the introductory material or have students read it on their own, ask the following questions to the class as a whole, and have students answer orally.


- **This is the second of two writing tasks on the TOEFL iBT® test. Is this task independent or integrated?** (*it is an independent task*)
- **Is an integrated task based on your own ideas or on information from another source?** (*on my own ideas*)
- **What did we discuss in the previous skill?** (*decoding the essay prompt*)
- **What will be discussed in this skill?** (*preparing a brief outline before writing the essay*)
- **What prompt types should you look for when planning your outline?** (*opinion, preference, hypothetical, explain/describe, comparison/advantages*)

Example

Have students look at the sample outline on  page 359 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **What is the topic of this essay?** (*whether smartphones and other social media destroy human bonds*)
- **What are you supposed to discuss about this topic?** (*whether you agree or disagree with the prompt statement*)
- **What kinds of support should you include in your response?** (*reasons, with support and examples*)

WRITING EXERCISE 10

 pp. 359–360

The purpose of the exercise is to have students use the information learned in this skill in TOEFL-style questions. You can have students complete this exercise in groups to improve general spoken fluency.

1. Put students in groups of 3–4.
2. Have groups complete outlines for each of the prompts in the exercise.
3. Ask groups to review their outlines to make sure that each outline has an appropriate topic, reasons, support and examples, and a conclusion.

After groups complete the exercise, review the exercise with the class as a whole.

1. Assign one or more outlines to each group.
2. Have groups present their assigned outlines to the class, either by presenting them orally or by writing them on the board.
3. Have the rest of the class comment on whether each outline includes an appropriate topic, reasons, support and examples, and a conclusion.

FOLLOW-UP ACTIVITY (OPTIONAL)

Have students complete an activity to reinforce the information that has been presented in this skill. Use **Activity W10B** on A page 145 or any activity that you prefer.

ASSIGNMENTS

The purpose of the assignments is to reinforce this skill and to improve general spoken fluency.

1. Assign students to complete WRITING EXERCISE 10 if it was not completed in class.

2. Give students three questions, For example: What kinds of programs do you like to watch on television, and why? Which family member has influenced you the most, and what are some examples of this? Do you prefer easy classes with little work or hard classes with lots of work, and why? Assign students to create outlines for each of these questions. Have them record this assignment in their Language Log. For example:

DATE	SECTION	ASSIGNMENT	COMPLETION
2/28	Writing	To create outlines for three questions	I created outlines for the three questions. Each outline includes an appropriate topic, reasons, support and examples, and a conclusion.

Writing Skill 11: WRITE UNIFIED SUPPORTING PARAGRAPHS

Materials

Longman Preparation Course for the TOEFL iBT® Test



iBT, 3E



iBT® Classroom Activities


WARM-UP ACTIVITY (OPTIONAL)

Start the lesson with an activity to introduce the information in this skill. You can use **Activity W11A** on **A** page 146 or any activity that you prefer.

SKILL INTRODUCTION




pp. 360–361

The purpose of the skill introduction on  pages 360–361 is to introduce the important information in this skill. Go over the introductory material or have students read it on their own, ask the following questions to the class as a whole, and have students answer orally.


- **We're working on the second of two writing tasks on the TOEFL iBT® test. Is this task independent or integrated?** (*it is an independent task*)
- **Is an integrated task based on your own ideas or on information from another source?** (*on my own ideas*)
- **What did we discuss in the previous skills?** (*decoding the essay prompt and preparing an outline*)
- **What will be discussed in this skill?** (*writing the supporting paragraphs*)
- **What is the first step when preparing to write the supporting paragraphs?** (*look at the notes and outline you wrote before*)
- **What should you remember as you write?** (*to introduce the main idea of each paragraph, support the main ideas with adequate details, and connect the ideas in a unified paragraph*)

- **What cohesive techniques should you use?** (*repeated key words, rephrased key ideas, pronouns and determiners for reference, and transition expressions*)

Example


Have students look at the first outline points and supporting paragraph on  page 360 (as you perhaps project them). Ask the following questions to the class as a whole and have students answer orally.

- **What is the topic of this essay?** (*whether smartphones and other social media destroy human bonds*)
- **What are you supposed to discuss about this topic?** (*whether you agree or disagree with the prompt statement*)
- **Where is the topic sentence?** (*it is the first sentence of the paragraph*)
- **What do the remaining sentences in the paragraph do?** (*provide reasons, with support and a personal example*)

Have students look at the second outline points and supporting paragraph on  page 361 (as you perhaps project them). Ask the following questions to the class as a whole and have students answer orally.

- **What is the topic of this essay?** (*whether smartphones and other social media destroy human bonds*)
- **What are you supposed to discuss about this topic?** (*whether you agree or disagree with the prompt statement*)
- **Where is the topic sentence?** (*it is the first sentence of the paragraph*)
- **What do the remaining sentences in the paragraph do?** (*provide reasons, with support and a personal example*)

WRITING EXERCISE 11

 pp. 361–362

The purpose of the exercise is to have students use the information learned in this skill in TOEFL-style questions. You can have students complete this exercise in groups to improve general spoken fluency.

1. Put students in groups of 3–4.
2. Have groups work together to complete the task.
3. Go over the answers with the class.

FOLLOW-UP ACTIVITY (OPTIONAL)

Have students complete an activity to reinforce the information that has been presented in this skill. Use **Activity W11B** on **A** page 147 or any activity that you prefer.

ASSIGNMENTS

The purpose of the assignments is to reinforce this skill and to improve general spoken fluency.

1. Assign students to complete **WRITING EXERCISE 11** if it was not completed in class.
2. Give students a question, for example, *How will you celebrate after you take the TOEFL iBT® test?* Assign students to get together with some classmates and write several paragraphs on this topic. Have students circle the transitions that connect the ideas within each paragraph, and have them record this assignment in their Language Log. For example:

DATE	SECTION	ASSIGNMENT	COMPLETION
2/28	Writing	To meet with other students, write a few paragraphs, and circle the transitions within each paragraph	I met with Sergie and Akim. We decided that we would celebrate with a party after we take the test. Together we wrote three paragraphs describing the party. We circled the transitions within each paragraph.

Writing Skill 12: CONNECT THE SUPPORTING PARAGRAPHS

Materials

Longman Preparation Course for the TOEFL iBT® Test



iBT, 3E

A iBT® Classroom Activities


WARM-UP ACTIVITY (OPTIONAL)

Start the lesson with an activity to introduce the information in this skill. You can use **Activity W12A** on **A** page 148 or any activity that you prefer.

SKILL INTRODUCTION




pp. 362–364

The purpose of the skill introduction on  pages 362–364 is to introduce the important information in this skill. Go over the introductory material or have students read it on their own, ask the following questions to the class as a whole, and have students answer orally.

- **We're working on the second of two writing tasks on the TOEFL iBT® test. Is this task independent or integrated?** (*it is an independent task*)
- **Is an independent task based on your own ideas or on information from another source?** (*on my own ideas*)
- **What did we discuss in the previous skills?** (*writing unified supporting paragraphs*)
- **What will be discussed in this skill?** (*connecting the supporting paragraphs*)
- **What should be included in a supporting paragraph?** (*a sentence with the main idea of the paragraph, several supporting ideas, and transitions to make the ideas cohesive*)
- **What will we be discussing in this skill?** (*connecting the supporting paragraphs to show how the ideas in those paragraphs are related*)


- **What two ways can you use to connect the paragraphs?** (*a transition expression or a transition sentence*)

Example

Have students look at the question, outline, and transitions on  page 363 (as you perhaps project them). Ask the following questions to the class as a whole and have students answer orally.

- **Look at the outline. How many supporting paragraphs are there?** (*two*)
- **Look at the transition sentence from the beginning of the first supporting paragraph. Which part of this sentence is the transition announcing the first supporting paragraph?** (*"The first point I would like to make"*)
- **Look at the transition sentence from the beginning of the first supporting paragraph. How does this sentence serve as a transition between the first and second supporting paragraphs?** (*it includes the ideas of the first supporting paragraph and the second supporting paragraph*)
- **What part of this sentence refers to the first supporting paragraph?** (*"In addition to learning to work with others"*)
- **This is a transition sentence. What kinds of ideas are included in a transition sentence?** (*the topic of the previous paragraph and the topic of the current paragraph*)

WRITING EXERCISE 12

 pp. 364–367

The purpose of the exercise is to have students use the information learned in this skill in TOEFL-style questions. You can have students complete this exercise in groups to improve general spoken fluency.

1. Put students in groups of 3–4.
2. Have groups write sentences to introduce the supporting paragraphs for each outline.
3. Have groups review their sentences, making sure that they have used both transition expressions and transition sentences.

After groups complete the exercise, review the exercise with the class as a whole.

1. Assign one or more outlines to each group.
2. Have groups present their sentences to the class, either by presenting them orally or by writing them on the board.
3. Have the rest of the class comment on whether the sentences include appropriate information and include both transition expressions and transition sentences.

FOLLOW-UP ACTIVITY (OPTIONAL)

Have students complete an activity to reinforce the information that has been presented in this skill. Use **Activity W12B** on **A** pages 149–150 or any activity that you prefer.

ASSIGNMENTS

The purpose of the assignments is to reinforce this skill and to improve general spoken fluency.

1. Assign students to complete **WRITING EXERCISE 12** if it was not completed in class.
2. Give students a question, for example, *Which movies would you like to see, and why?* Assign students to get together with some classmates and write several paragraphs on this topic. Have students highlight the techniques they use to connect the paragraphs and have them record this assignment in their Language Log. For example:

DATE	SECTION	ASSIGNMENT	COMPLETION
2/28	Writing	To meet with other students, write a few paragraphs, and highlight the transitions that connect the paragraphs	I met with Taka and Jennie. We decided that we all want to see the new action movie <i>Race!</i> Together we wrote three paragraphs and connected them with one transition phrase and one transition sentence.

Writing Skill 13: **WRITE THE INTRODUCTION AND THE CONCLUSION**

Materials

Longman Preparation Course for the TOEFL iBT® Test



iBT, 3E

A iBT® Classroom Activities


WARM-UP ACTIVITY (OPTIONAL)

Start the lesson with an activity to introduce the information in this skill. You can use **Activity W13A** on **A** page 151 or any activity that you prefer.

SKILL INTRODUCTION




pp. 367–369

The purpose of the skill introduction on  pages 367–369 is to introduce the important information in this skill. Go over the introductory material or have students read it on their own, ask the following questions to the class as a whole, and have students answer orally.

- **We're working on the second of two writing tasks on the TOEFL iBT® test. Is this task independent or integrated?** (*it is an independent task*)
- **Is an independent task based on your own ideas or on information from another source?** (*on my own ideas*)
- **What should be included in an independent writing task response?** (*an introduction, supporting paragraphs, and a conclusion*)
- **Which parts of the response have we already discussed?** (*the supporting paragraphs*)
- **What will be discussed in this skill?** (*writing the introduction and conclusion*)


Examples

Introduction

Have students look at the introduction example on  page 367 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.


- **Read the first sentence of the introduction. What kind of information is in the first sentence?** *(personal information about the writer)*
- **Why do you think the introduction begins this way?** *(to interest the reader in the writer's essay)*
- **Read the second and third sentences of the introduction. Can you tell what the topic of the essay is from these sentences?** *(working individually versus working in groups)*
- **Look at the second and third sentences again. Can you tell how the supporting paragraphs will be organized from these sentences?** *(the advantages of working in groups and the advantages of working individually will be in the supporting paragraphs)*
- **Overall, what kinds of information should be included in an introduction?** *(information to interest the reader, the topic, and information about the organization of the supporting paragraphs)*

Conclusion

Have students look at the conclusion example on  page 368 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **Read the first sentence of the conclusion. What kind of information is in the first sentence?** *(personal information about the writer that was mentioned in the introduction)*
- **Read the second, third, and fourth sentences of the introduction. What kind of information is in these sentences?** *(the main points of working in groups and working individually are summarized)*
- **Can you tell which of these two the writer prefers?** *(yes, working alone)*
- **Overall, what kinds of information should be included in a conclusion?** *(references to the overall topic, main points, and the personal information that you use to interest the reader in the introduction)*

WRITING EXERCISE 13

 pp. 369–370

The purpose of the exercise is to have students use the information learned in this skill in TOEFL-style questions. You can have students complete this exercise in groups to improve general spoken fluency.

1. Put students in groups of 3–4.
2. Have groups write introductory paragraphs and conclusions for the questions.
3. Have groups review the introductions by underlining the topic twice, underlining the organization of the supporting paragraphs once and circling the personal interest information
4. Have groups review the conclusions by underlining the overall idea twice, underlining the main points once, and circling the personal interest information.

After students complete the exercise, review it with the class as a whole by asking the following questions.

- **Look at the introduction you wrote. What is the topic that you underlined twice?**
- **In the introduction, what is the information about the organization of the supporting paragraphs that you underlined once?**
- **Look at the introduction again. What is the personal interest information that you circled?**
- **Now look at the conclusion you wrote. What is the personal interest information that you circled?**
- **In the conclusion, what is the overall idea that you underlined twice?**
- **Look at the conclusion again. What are the main points that you underlined once?**

FOLLOW-UP ACTIVITY (OPTIONAL)

Have students complete an activity to reinforce the information that has been presented in this skill. Use **Activity W13B** on **A** page 152 or any activity that you prefer.

ASSIGNMENTS

The purpose of the assignments is to reinforce this skill and to improve general spoken fluency.

1. Assign students to complete **WRITING EXERCISE 13** if it was not completed in class.
2. Assign students to write introductions and conclusions for the plans that they created in **Writing Skill 13**.

Writing Skill 14: REVIEW SENTENCE STRUCTURE

Materials

Longman Preparation Course for the TOEFL iBT® Test



iBT, 3E

A iBT® Classroom Activities


WARM-UP ACTIVITY (OPTIONAL)

Start the lesson with an activity to introduce the information in this skill. You can use **Activity W14A** on **A** pages 153–154 or any activity that you prefer.

SKILL INTRODUCTION




p. 370


The purpose of the skill introduction on  page 370 is to introduce the important information in this skill. Go over the introductory material or have students read it on their own, ask the following questions to the class as a whole, and have students answer orally.

- **We've been working on the second of two writing tasks on the TOEFL iBT® test. What kind of task is this?** (*it is an independent task*)
- **What should be included in an independent writing task response?** (*an introduction, supporting paragraphs, and a conclusion*)
- **What is it important to do after you have written your response?** (*review it to make sure it is correct*)
- **What do you need to review?** (*the sentence structure and the grammar*)
- **What will we be discussing in this skill?** (*reviewing sentence structure*)


Examples

Have students look at the first example sentence on  page 370 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **Does this sentence have a subject?** (yes, “test”)
- **Does this sentence have a verb?** (yes, “was”)
- **Is this sentence correct or incorrect?** (incorrect)
- **Why is this sentence incorrect, even though it has a subject and a verb?** (because of the subordinate connector “Because”)
- **How could this sentence be corrected?** (“Because” could be omitted)


Have students look at the second example sentence on  page 370 (as you perhaps project it). Ask the following questions to the class and have students answer orally.

- **What are the subjects and verbs in this sentence?** (“I... passed” and “I would have had”)
- **What are these groups of words with subjects and verbs called?** (main clauses)
- **How are these subjects and verbs, or main clauses, connected?** (with a comma)
- **Is this sentence correct or incorrect?** (incorrect)
- **Why is this sentence incorrect?** (because a comma cannot be used to connect main clauses)
- **How could this sentence be corrected?** (the comma could be changed to a semicolon)

Have students look at the third example sentence on  page 370 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **What are the subjects and verbs in this sentence?** (the subject is “grade,” and the subject and verb “it is”)
- **Is this sentence correct or incorrect?** (incorrect)
- **Why is this sentence incorrect?** (because the verb “is” has two subjects, “grade” and “it”)
- **How could this sentence be corrected?** (by omitting “it”)

WRITING EXERCISE 14

 p. 371

The purpose of the exercise is to have students use the information learned in this skill in TOEFL-style questions. You can have students complete this exercise in groups to improve general spoken fluency.

1. Put students in groups of 3–4.
2. Have groups look for errors in sentence structure in each paragraph.
3. Have groups discuss the errors they found and possible ways to correct them.

After groups complete the exercise, review it with the class as a whole by asking the following questions about each paragraph.

- **What were the errors?**
- **How do you think you can correct them?**

FOLLOW-UP ACTIVITY (OPTIONAL)

Have students complete an activity to reinforce the information that has been presented in this skill. Use **Activity W14B** on **A** page 155 or any activity that you prefer.

ASSIGNMENTS

The purpose of the assignments is to reinforce this skill and to improve general spoken fluency.

1. Assign students to complete **WRITING EXERCISE 14** if it was not completed in class.
2. Give students a topic. (You may want to allow students to write anything they want as long as it is in English, or you may want to give them a specific topic to write about). Assign students to get together with some classmates and write several paragraphs on this topic. Have students count the number of simple, compound, and complex sentences in the paragraphs. Have them record this assignment in their Language Log. For example:

DATE	SECTION	ASSIGNMENT	COMPLETION
3/5	Writing	To get together with other students, write several paragraphs together, and count the kinds of sentences	I met with Mark and Kim. We each would like to read different books. We wrote three paragraphs together about each of the books we want to read, and we counted the kinds of sentences. We had three simple sentences, two compound sentence, and four complex sentences. We thought this was good.

Writing Skill 15: REVIEW GRAMMAR

Materials

Longman Preparation Course for the TOEFL iBT® Test



iBT, 3E

A iBT® Classroom Activities


WARM-UP ACTIVITY (OPTIONAL)

Start the lesson with an activity to introduce the information in this skill. You can use **Activity W15A** on **A** pages 156–157 or any activity that you prefer.

SKILL INTRODUCTION




p. 371

The purpose of the skill introduction on  page 371 is to introduce the important information in this skill. Go over the introductory material or have students read it on their own, ask the following questions to the class as a whole, and have students answer orally.


- **We've been working on the second of two writing tasks on the TOEFL iBT® test. What kind of task is this?** (*it is an independent task*)
- **What should be included in an independent writing task response?** (*an introduction, supporting paragraphs, and a conclusion*)
- **What is it important to do after you have written your response?** (*review it to make sure it is correct*)
- **What do you need to review?** (*the sentence structure and the grammar*)
- **What did we discuss in the previous skill?** (*reviewing sentence structure*)
- **What will we be discussing in this skill?** (*reviewing grammar*)

Example

Have students look at the example sentence on  page 371 (as you perhaps project it). Ask the following questions to the class as a whole and have students answer orally.

- **Can you see any grammatical errors in this sentence?** (yes) **How many?** (*two*)
- **Which is the first word that is incorrect?** (*“changing”*)
- **Why is “changing” incorrect?** (*the present participle “changing” should not be used after the helping verb “have”*)
- **How can you correct this error?** (*review “changing” to “changed”*)
- **Where is the second error?** (*an article is missing*)
- **Which noun needs an article?** (*“way”*)
- **Why does the noun “way” need an article?** (*because it is a countable singular noun*)
- **How can you correct this error?** (*add “a” between “in” and “very”*)

WRITING EXERCISE 15

 p. 372

The purpose of the exercise is to have students use the information learned in this skill in TOEFL-style questions. You can have students complete this exercise in groups to improve general spoken fluency.

1. Put students in groups of 3–4.
2. Have groups look for grammatical errors in each paragraph.
3. Have groups discuss the errors they found and possible ways to correct them.


After groups complete the exercise, review it with the class as a whole by asking the following questions about each paragraph.

- **What were the errors?**
- **How do you think you can correct them?**

FOLLOW-UP ACTIVITY (OPTIONAL)

Have students complete an activity to reinforce the information that has been presented in this skill. Use **Activity W15B** on **A** page 158 or any activity that you prefer.

WRITING REVIEW EXERCISE (Skills 9–15)

 **p. 372**

The purpose of the writing review exercise is to incorporate seven writing skills in one TOEFL-style exercise.

1. Put students in groups of 3–4.
2. Give students 20 minutes to take notes individually on the topic and main points for a response and then write the response.

After groups complete the exercise, review it with the class as a whole by asking the following questions about each paragraph.

- **Look at the introduction that you wrote. Does it include personal information to interest the reader, the topic, and information about the organization of the supporting paragraphs?**
- **Look at the supporting paragraphs that you wrote. Do they each include a topic sentence, supporting ideas, and a variety of cohesive techniques? Have transition expressions or transition sentences been used to connect the supporting paragraphs?**
- **Look at the conclusion that you wrote. Does it include references to the personal interest information from the introduction and a summary of the overall idea and main points?**
- **Have you checked the sentence structure and checked for grammatical errors in your essay?**

ASSIGNMENTS

The purpose of the assignments is to reinforce this skill and to improve general spoken fluency.

1. Assign students to complete **WRITING EXERCISE 15** if it was not completed in class.
2. Assign students to complete **WRITING REVIEWS EXERCISE (Skills 9–15)** if it was not completed in class.
3. Give students a topic. (You may want to allow students to write anything they want as long as it is in English, or you may want to give them a specific topic to write about, such as *What is your favorite movie, and why?*) Assign students to get together with some classmates and check for grammatical errors. Have them record this assignment in their Language Log. For example:


DATE	SECTION	ASSIGNMENT	COMPLETION
3/9	Writing	To get together with other students, write several paragraphs together, and count the kinds of sentences	I met with Yoko and Thomas. We each wrote about our favorite movie and then checked for errors in our writing.

WRITING POST-TEST

Materials


Longman Preparation Course for the TOEFL iBT® Test








 iBT, 3E

 iBT, 3E mp3


TAKING THE TEST


 mp3 W_DIR_C;  mp3 156–157;  pp. 373–375

Have students turn to  page 373 and show them through the test:

1. Show students the directions on  page 373 ( mp3 W_DIR_C).
2. Show students that they will answer questions 1 and 2 on  pages 374–375.
3. Have students read the reading passage on  page 374 and take notes on the topic and main points.
4. Begin the audio on  mp3 156. When the audio prompts you (at the end of  mp3 157), stop the audio and time the integrated writing task for 20 minutes.
5. Give students 30 minutes to read question 2 on  page 375 and then write their response.


ASSESSING WRITING SKILLS

 pp. 609–611


After students have taken the test, have them complete the POST-TEST columns of the **Skill-Assessment Checklists** on  pages 609–611 by putting checkmarks in the appropriate boxes.


SCORING THE TEST

 p. 612

After students have counted their points, have them score their tests. Have them look at the chart **WRITING SCORING CRITERIA** on  page 612 to determine their **WRITING SCALED SCORE**.

RECORDING THE RESULTS

 p. 614

After students have determined their reading scaled score, they should record their results on the **WRITING TEST RESULTS** chart on  page 614.